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ABSTRACT

This consumer education module is designed to increase seventh and eighth grade urban student awareness of what it means to be a consumer. The seven units in the module are intended to help students think of themselves as consumers, identify appropriate consumer behavior and the consumer viewpoint in some topical areas, and gather information and write about it in a regular newspaper for the community. An introductory section contains information on the development of these instructional materials. Unit 1 contains seven activities on appropriate consumer behavior. The second unit provides activities to help students learn more about their local area as a place where consumers live and function. The skills required to start and run a community newspaper are covered in the four activities of unit 3. Two activities designed to help students write about the consumer interest are presented in the fourth unit. Units 5-7 contain a total of fourteen activities on consuming entertainment and medical services and supermarket shopping: activities include field trips, discussions, writing articles, and conducting interviews. Appendixes contain student compositions, an issue of a student newspaper, consumer-oriented articles, a health newsletter, and information on selecting a doctor. (MN)

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ED197197

Consumer Education Development Program

A National Study

URBAN CONSUMER

A COMMUNITY NEWSPAPER

Suzanne Dale Wilcox

A CONSUMER EDUCATION CURRICULUM MODULE
FOR GRADES 7-8

CE 027 838

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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•General CEDP publications include the following:

Michigan Consumer Education Center
  Classification of Concepts in Consumer Education
  Rosella Bannister and Charles Monsma (1980)

  Effective Consumer and Education Programs
  Charles Monsma and Rosella Bannister (1979)

National Consumers League
  Consumer Education: Alternative Modules for Curriculum
  Mary F. Boyles (1980)

  Current and Future Purposes and Objectives of Consumer Education
  Sandra L. Willett (1980)

  Research Issues: Consumers and an Uncertain Future
  Dennis Pirages (1980)

  The Educated Consumer: An Analysis of Curriculum Needs in Consumer Education Suzanne Dale Wilcox (1980)

New Careers Training Laboratory
  Disseminating Innovation in Consumer Education
  Suzanne Dale Wilcox (1979)

•CEDP Curriculum Modules include the following:

Michigan Consumer Education Center
  Citizen Participation: Increasing the Bargaining Power of Consumers
  Charles Monsma (1980)

  Inflation: Consumers Counter the Cost of Living
  Rosella Bannister (1980)

  Money Matters for Women: Telecourse Study Guide Ellen White (1980)

National Consumers League
  Consumer Citizens: Helping Yourself and Others Mary F. Boyles (1980)

  Food: Advertising, Issues and Action Mary F. Boyles (1980)

  Medicare/Medigap Health Insurance Issues: Consumers Get Involved
  Mary F. Boyles (1980)

New Careers Training Laboratory
  It's My Life: Participation in Individual Service Planning by the Mentally Retarded Suzanne Dale Wilcox (1980)

  Together We Can: Consumer Education for the Mentally Retarded
  Suzanne Dale Wilcox (1980)

  Urban Consumer: A Community Newspaper Suzanne Dale Wilcox (1980)

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CREDITS AND ACKNOWLEDGEMENTS

The Consumer Education Development Program is a collaborative project, conducted by three organizations, benefiting from the advice and assistance of many people throughout the country. We appreciate the help given to us both from those within our own institutions, and by the many people in schools, colleges, community organizations, government agencies, the consumer agencies, and the consumer education world. We are grateful and hope that this and other products of CEDP reflect that valuable help.

We especially express our appreciation to Dr. Dustin Wilson, Director, Office of Consumers' Education, U.S. Department of Education. It was he who initiated the idea for this project and who has been vital to its achievement. As Project Officer, he has been concerned but not intruding, available but not imposing, questioning but not badgering. We are grateful to him.

While the work of Consumer Education Development Program has been national, as we describe in the next section, in the development of curriculum models it has been local. This module represents the collaborative work of the New Careers Training Laboratory and teachers and students at I.S. 201, Community School District 5, New York City Public Schools. At the New Careers Training Laboratory we want to express our appreciation to Alan Gartner, Charlotte Fisk, Vivian C. Jackson, William Lynch, Ethel Mingo, John Formanek and Audrey Williams. Ethel Mingo took major production responsibilities for the newsletter. At I.S. 201, we want to thank the principals, Sadie Bynum and Thomas Green, and among the teachers, Winston Duckett, Edward Rosario, Emmanuel Kostakis, Kristin Pahuja. We want to thank the students as well. Their hard work and energy was well devoted to producing a newspaper as a service to the Harlem community.

THE CONSUMER EDUCATION DEVELOPMENT PROGRAM

The fundamental premise of the Consumer Education Development Program has been that consumer education, if it is to be effective in the future, must be critically examined today. Researchers and practitioners have repeatedly called for a clearer definition of consumer education, an examination of its purposes and objectives and identification of its important concepts.

During the first year of the Consumer Education Development Program, the major work was devoted to addressing such questions as:

- What is being done in consumer education? And how effectively?
- What areas of concern are being addressed? And which were not?
- What are the needs of the future?
- How can new teaching materials best be developed and disseminated?

In addressing these and similar questions, we consulted with leaders and practitioners of consumer education from schools and colleges, and from community groups and government agencies. We convened meetings, read reports, visited programs, and talked with those doing programs, in an effort to describe accurately what was happening in consumer education and what was needed. The reports listed on the inside front cover of this module address these topics.

The CEDP publication which provided the linkage between the work of the first and second year is the Classification of Concepts in Consumer Education. This Classification expresses our view of the broad scope of consumer roles and influence, and the increasing complexity of consumer education. Using the classification of concepts as a base, we developed a set of curriculum modules, designed to illustrate various aspects of the classification system. These units were designed to present new material, to illustrate new approaches or to address new audiences, and were pilot-tested in various locations. The chart on the following page lists the concepts, test site location, site agency and the target audience.

CONCEPT TEST SITE PLAN

CONCEPT CATEGORY	LOCATION AND AGENCY	TARGET AUDIENCES
Resource Management (Financial Planning)	Detroit, Michigan WXYZ-Television	Adult Women, Separated, Widowed, Divorced
Economic System (Inflation)	Oregon Department of Education	Secondary School Teachers and Students
Economic System (Inflation)	Ypsilanti, Michigan Ypsilanti High School	Secondary School Teachers and Students
Citizen Participation (Advocacy)	Atlanta, Georgia Jacqueline Lassiter Assoc.	Community Based Organization Personnel
Citizen Participation (Advocacy)	St. Louis, Missouri City Schools	Urban, Elementary Teachers and Students
Citizen Participation (Advocacy)	Iowa Consumers League	Rural Adults
Citizen Participation (Advocacy)	Berkeley, California Vista College	Urban Adults
Resource Management (Purchasing)	New York City Public Schools	Urban Junior High School Students
Resource Management (Purchasing)	Western Massachusetts Belchertown State School	Deinstitutionalized Developmentally Disabled
Citizen Participation (Advocacy)	Northampton Open Door Club	Developmentally Disabled

The planned outcome of the entire two-year CEDP study is to build a new design for consumer education that:

- is more far-reaching and integrated than ever before
- includes attention to topics of increasing interest to consumers -- such as human services, conservation, inflation and consumer
- incorporates expanded roles for consumers, such as the consumer-citizen role in influencing public policies which affect consumers
- assures increased attention to special groups served by consumer education, including women, the poor, senior citizens, the disabled, minority groups.

The CEDP study has produced an assessment of consumer education, a revitalized classification of concepts, and new approaches and materials which should lead to improved consumer education programs in a variety of educational settings.

In developing this module, Urban Consumer, Suzanne Wilcox coordinated the following developmental activities:

- current books, articles, pamphlets, curriculum units, video-cassettes and teaching materials were reviewed and evaluated;
- intermediate school teachers at I.S. 201 in central Harlem, New York City were identified to participate in the development and testing of the urban consumer module and its associated newspaper;
- module goals and student learning objectives were identified by the development team;
- teacher inservice meetings were conducted throughout central Harlem;
- the module components were tested in classrooms at I.S. 201 by Ms. Wilcox, mathematics and language arts teachers; and
- based on teacher and student evaluations, the module was revised for printing and dissemination throughout the consumer education resource network.

CLASSIFICATION OF CONCEPTS IN CONSUMER EDUCATION

The primary reason for developing the 1980 Classification of Concepts in Consumer Education was to provide a basis for program and materials development and to encourage exchange of ideas and information about consumer education. The identification and classification of concepts should diminish confusion, both within and outside the field, as to what consumer education is, and what consumers should know and be able to do.

The learning activities in "Urban Consumer" are based on the conceptual framework which appears in Figure 1, the Consumer Decision-Action System. The concept, consumer, is best described in the context of this system. Put simply, the system is a visual way of describing what consumers do. Consumers make decisions to act in one or more of a variety of ways: planning, purchasing, conserving, getting legislative or other protection for themselves and advocating for their cause. Consumers are thus seen as persons with a broad range of options relative to each of the specific consumption areas (e.g. housing, energy, food shopping, legal services).

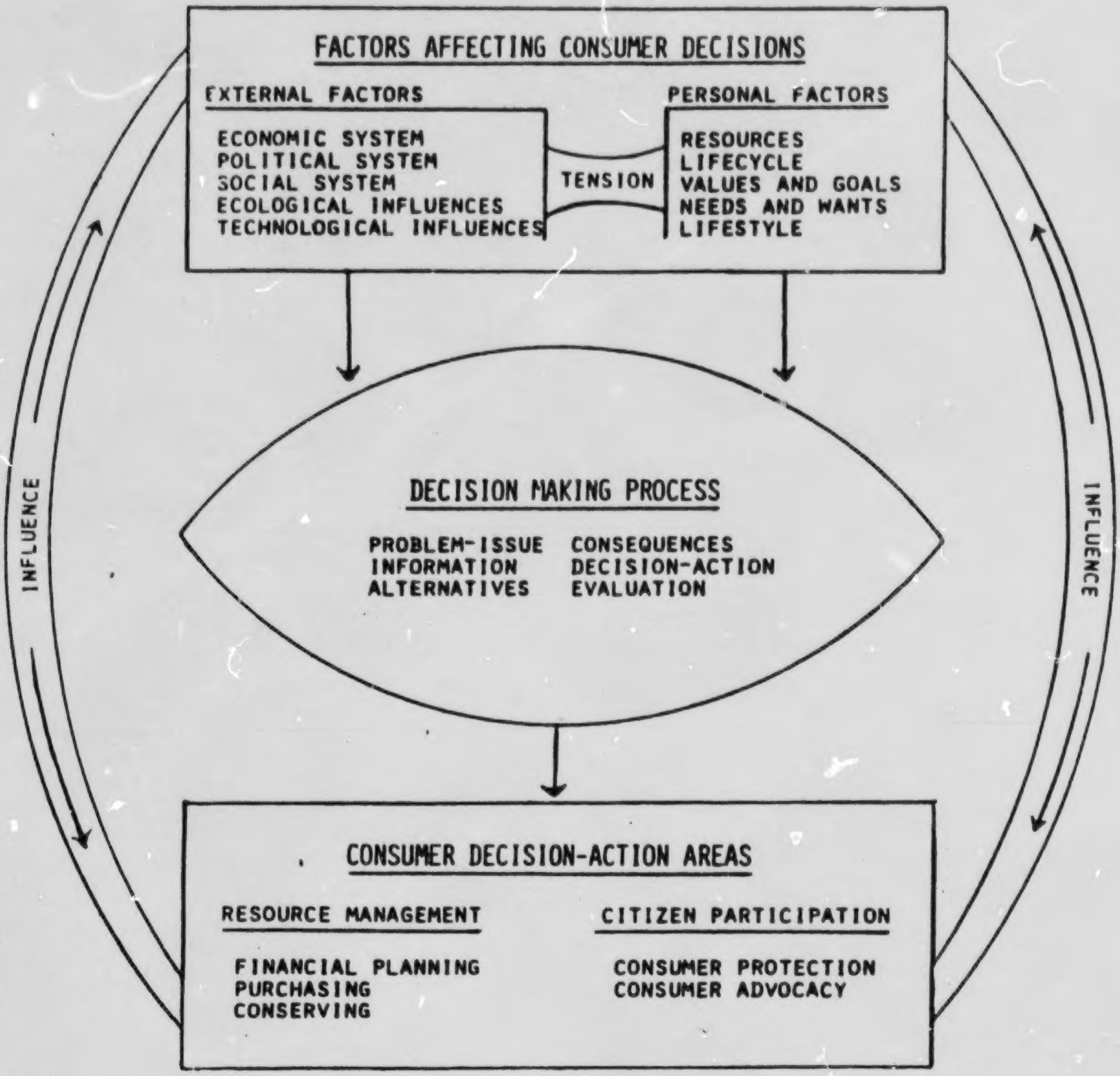

FACTORS AFFECTING CONSUMER DECISIONS
EXTERNAL FACTORS
ECONOMIC SYSTEM
POLITICAL SYSTEM
SOCIAL SYSTEM
ECOLOGICAL INFLUENCES
TECHNOLOGICAL INFLUENCES
TENSION
PERSONAL FACTORS
RESOURCES
LIFECYCLE
VALUES AND GOALS
NEEDS AND WANTS
LIFESTYLE
INFLUENCE
DECISION MAKING PROCESS
PROBLEM-ISSUE
INFORMATION
ALTERNATIVES
CONSEQUENCES
DECISION-ACTION
EVALUATION
INFLUENCE
CONSUMER DECISION-ACTION AREAS
RESOURCE MANAGEMENT
FINANCIAL PLANNING
PURCHASING
CONSERVING
CITIZEN PARTICIPATION
CONSUMER PROTECTION
CONSUMER ADVOCACY

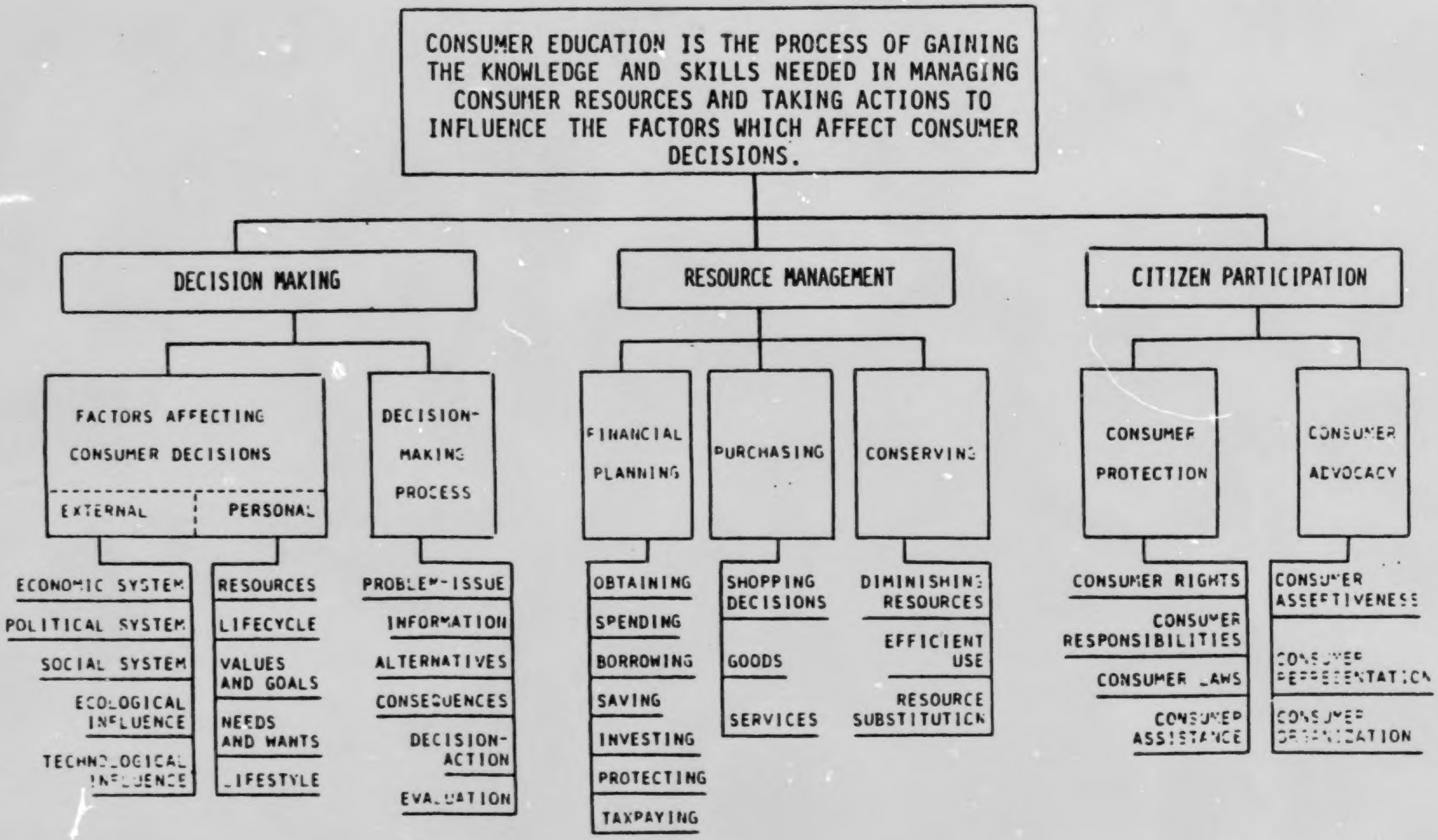
FIGURE 1. CONSUMER DECISION-ACTION SYSTEM*

*Suzanne Dale Wilcox, A Conceptual Framework for Consumer Education Curricula, City University of New York, January, 1980, p. 12.
From Bannister, Rosella and Monsma, Charles, Classification of Concepts in Consumer Education, Consumer Education Development Program, Michigan Consumer Education Center, Eastern Michigan University, Ypsilanti, Michigan 1980, p. 10.

Building on a definition of consumer education, the concepts which make up the content of the field are identified and classified in Figure 2. The CEDP Classification of Concepts in Consumer Education provides a definition of each concept, discusses its application to consumer education, illustrates the potential impact of consumer education on various modes of consumer behavior, and identifies twelve contemporary factors affecting consumer decisions.

Consumer competence in the marketplace is not parceled out in clearly defined areas. Knowledge is interdependent; in reality concepts merge in endless combinations. In this curriculum module, Urban Consumer, we illustrate how the concept of inflation is related to many other concepts within the system.

The activities in this module form a portion of the classification of concepts which deals with the range of consumer behavior appropriate to educated Americans, both resource management and consumer participation activities, namely: planning, purchasing, conserving, obtaining legislative protection and consumer advocacy.


CONSUMER EDUCATION IS THE PROCESS OF GAINING THE KNOWLEDGE AND SKILLS NEEDED IN MANAGING CONSUMER RESOURCES AND TAKING ACTIONS TO INFLUENCE THE FACTORS WHICH AFFECT CONSUMER DECISIONS.
DECISION MAKING
RESOURCE MANAGEMENT
CITIZEN PARTICIPATION
FACTORS AFFECTING CONSUMER DECISIONS
EXTERNAL
PERSONAL
DECISION-MAKING PROCESS
FINANCIAL PLANNING
PURCHASING
CONSERVING
CONSUMER PROTECTION
CONSUMER ADVOCACY
ECONOMIC SYSTEM
POLITICAL SYSTEM
SOCIAL SYSTEM
ECOLOGICAL INFLUENCE
TECHNOLOGICAL INFLUENCE
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VALUES AND GOALS
NEEDS AND WANTS
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PROBLEM-ISSUE
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ALTERNATIVES
CONSEQUENCES
DECISION-ACTION
EVALUATION
OBTAINING
SPENDING
BORROWING
SAVING
INVESTING
PROTECTING
TAXPAYING
SHOPPING DECISIONS
GOODS
SERVICES
DIMINISHING RESOURCES
EFFICIENT USE
RESOURCE SUBSTITUTION
CONSUMER RIGHTS
CONSUMER RESPONSIBILITIES
CONSUMER LAWS
CONSUMER ASSISTANCE
CONSUMER ASSERTIVENESS
CONSUMER REPRESENTATION
CONSUMER ORGANIZATION

FIGURE 2. A CLASSIFICATION OF CONCEPTS IN CONSUMER EDUCATION

*From Bannister, Rosella and Monsma, Charles, Classification of Concepts in Consumer Education, Consumer Education Development Program, Michigan Consumer Education Center, Eastern Michigan University, 1980, p. 14.

Urban Consumer Module

Purposes, Audience and Schedule

The basic purpose of this unit is to increase student and community awareness about what it means to be a consumer. This overall purpose is carried out by means of three objectives. The learning activities help students to:

- think of themselves as consumers
- identify appropriate consumer behavior and the consumer viewpoint in some topical areas
- gather information and write about it in a regular newspaper for the community.

Teachers may choose to make use of the module in its entriety; if delivered once a week, the module might take an entire semester. A single unit may be isolated and delivered as is, quite apart from the project of producing a community newspaper.

The audience for this module includes urban students at the middle school level. Our group, involved in the pilot test, was drawn from other work being done by NCTL. The New Careers Training Laboratory, in collaboration with Queens College and Community School District 5, conducts a Teacher Corps program for the inservice training of teachers and other school staff in Harlem's District 5, including Intermediate School 201, a school in the forefront of the fight for community control in the later 60's. This made our initial meeting with the principal of the school less difficult to arrange. At this meeting, Suzanne Wilcox and John Formanek, a Teacher Corp staff member, explained the work of the national project in consumer education known as the Consumer Education Development Program. We requested that I.S. 201 become a base for developing and pilot-testing some consumer education modules for use with urban middle school children. The cooperation of a group of teachers was needed to make this a reality. To obtain such cooperation, we wanted to meet with as many teachers as possible, explain our project, and get a commitment from a few teachers to work with us on a continuing basis.

Ms. Sadie Bynum, acting principal of the school, expressed real interest and promised cooperation. She agreed to convene an initial meeting and create a block of free time during the school day for teachers to work together on consumer education. She would provide us with work space in her office (the only available space), a place to meet regularly, and would allow students to leave the building when involved in project activities, which necessitated work in the community.

The first meeting with teachers attracted a large group of teachers. Their interests were varied. The librarian, Ms. Rosie Bullen, close to retirement, thought the computer-orientation of the project would provide her with a new skill to enrich her breadth of talents. Three math teachers - Mr. Winston Duckett, Mr. Mannie Kostakis and Mr. Kristin Pahuja--had been helped by NCTL's Teacher Corps work and thought surveying neighborhood supermarkets and calculating costs (the rumor that this was part of our project had gotten around) would enrich the body of data on which to do math computation. Mr. Eddie Rosario, new to teaching Language Arts, was looking for incentives to draw students to his Title I Reading Laboratory, to bring kids in from the corridors and streets. Mr. Allen Walls, the Industrial Arts instructor, felt that knowing more about consumers might help his students, mostly on the "production" side, in their vocational education classes. Each teacher came with his or her own needs and questions. Some were just curious about our presence in the school.

Four teachers were interested enough to make a weekly commitment to attend meetings: Rosario, Duckett, Pahuja, and Kostakis. All participated in the Wednesday training sessions during which the conceptual framework of CEDP was discussed, the needs of students and community people were raised, and teaching strategies were designed.

In time, the model took shape and the various steps were accomplished. It was decided that learning activities would be designed to lead to a weekly newsletter produced by the students containing articles, hints, and the results of a weekly supermarket survey. Two teachers agreed to have their math classes conduct the survey. Mr. Rosario and Suzanne Wilcox would design the learning activities, each trying them out with a different group of students for the purpose of obtaining newsletter articles.

A questionnaire was widely distributed in the Harlem community to assure that what was dealt with in the newsletter was meaningful for kids and their parents alike. The questionnaire results gave shape to the weekly supermarket survey (we compared the prices of those items which people wanted to know more about) and to the learning activities as well. To give examples, we did an issue of the newsletter focused on jeans because kids were interested, on medical services because parents were.

Once issues of the newsletter began to come out, the project was locked into developing and testing learning activities regularly, so that articles could be produced for the newsletter. It was a healthy pressure, increased by the press deadlines of Ethel Mingo, who typed, formatted and enriched the newsletter with her own common sense and dedication.

As momentum was increased in the school, we found that we had a cadre of deeply interested kids and teachers. When the final issue of the newspaper for the 1979-80 school year was published, the entire group of forty-five people came together for a luncheon of ceremony and mutual congratulation. Those students who participated in the project were feted at La Famille Restaurant, Fifth Avenue and 125th Street, and given awards for the contribution to the newsletter and to the community. Ms. Vivian Jackson, Teacher Corps Project Director in District 5, presented the awards to the applause of the four teachers, Audrey Williams, Ethel Mingo, John Formanek and Suzanne Wilcox of New Careers Training Laboratory. A copy of the awards certificate is shown on the following page.

URBAN CONSUMER MODULE

OVERVIEW OF UNITS

The units in the Urban Consumer module engage students in the production of a community newspaper. In the pilot project conducted at Intermediate School 201 in central Harlem, students moved through the learning activities which follow, all with the end product of a regular newspaper in mind. The intent was to connect school and community by such a process, to give students a practical means of learning while serving the community and of learning while doing.

So, while some of the learning activities in these units remain on the level of conceptualizing, most are heavily experiential and result in some conceptualizing at the end rather than the start. Many of the learning activities take place outside the traditional classroom. The activities were developed in collaboration with the teachers who made use of them in one of America's poorest communities, that of central Harlem. In a project which they knew as "Urban Marketbasket," students engaged in learning activities to help provide answers to the basic question of the materials, "What does it mean to be a good consumer?"

As they discovered answers to this question in a variety of topical areas, students wrote newspaper articles to educate the community, their parents and neighbors, about what they had learned. In the units which follow, students are involved in learning activities, on what it means to be a consumer, in organizing a newspaper, and, finally, in learning about three areas of consumption: consuming entertainment, consuming medical services and supermarket. The recurring question as they learn about each of these areas, is: "What does it mean to be a good consumer, here in Harlem, now while I am in the seventh grade?" and, closely related, "How can I improve the lot of consumers in my own community?"

A NEWSLETTER FOR PEOPLE IN
THE CENTRAL HARLEM COMMUNITY

urban marketbasket

This is to certify that
has been an active and contributing staff
member of Urban Marketbasket during
its first year of publication, 1980.
This award brings with it congratulations
for work well done in the field of
journalism and for an important contribution
to the Harlem community.

June 17, 1980

Suzanne Dale Wilcox
Urban Marketbasket

The units follow a design which gives students the skills, practical "know-how" and conceptual base for starting their own consumer newspaper in the community. The organizing principle for the set of units is learning about and writing from the consumer viewpoint.

- Unit One, Being An Effective Consumer contains a mix of learning activities around the various behaviors appropriate for consumers. It is meant to introduce students to broadened sense of the term consumer and to raise student consciousness of themselves as consumers.

- Unit Two, Consumer in This Neighborhood gives students a chance to learn more about their local area as a place where consumers live and function.

- Unit Three, Starting A Newspaper, focuses student learning on the practical skills required to start and run a community newspaper.

- Unit Four, The Consumer Point of View, engages students in activities which lead to knowing about and writing in, the consumer interest.

- Unit Five, Consuming Entertainment, takes a topical area like going to the movies and helps students examine their experience as educated consumers.

- Unit Six, Consuming Medical Services, gives students a service area in which to gain knowledge and skills as neighborhood consumers.

- Unit Seven, Supermarket, reinforces conceptual learning about being a consumer and teaches some practical skills which lead to newspaper articles on food shopping in the supermarket and in alternative places.

The approach which we used to build consumer education concepts has several characteristic elements.

- First, we used the neighborhood as a laboratory in which kids could learn more about themselves as consumers by studying the world around them.

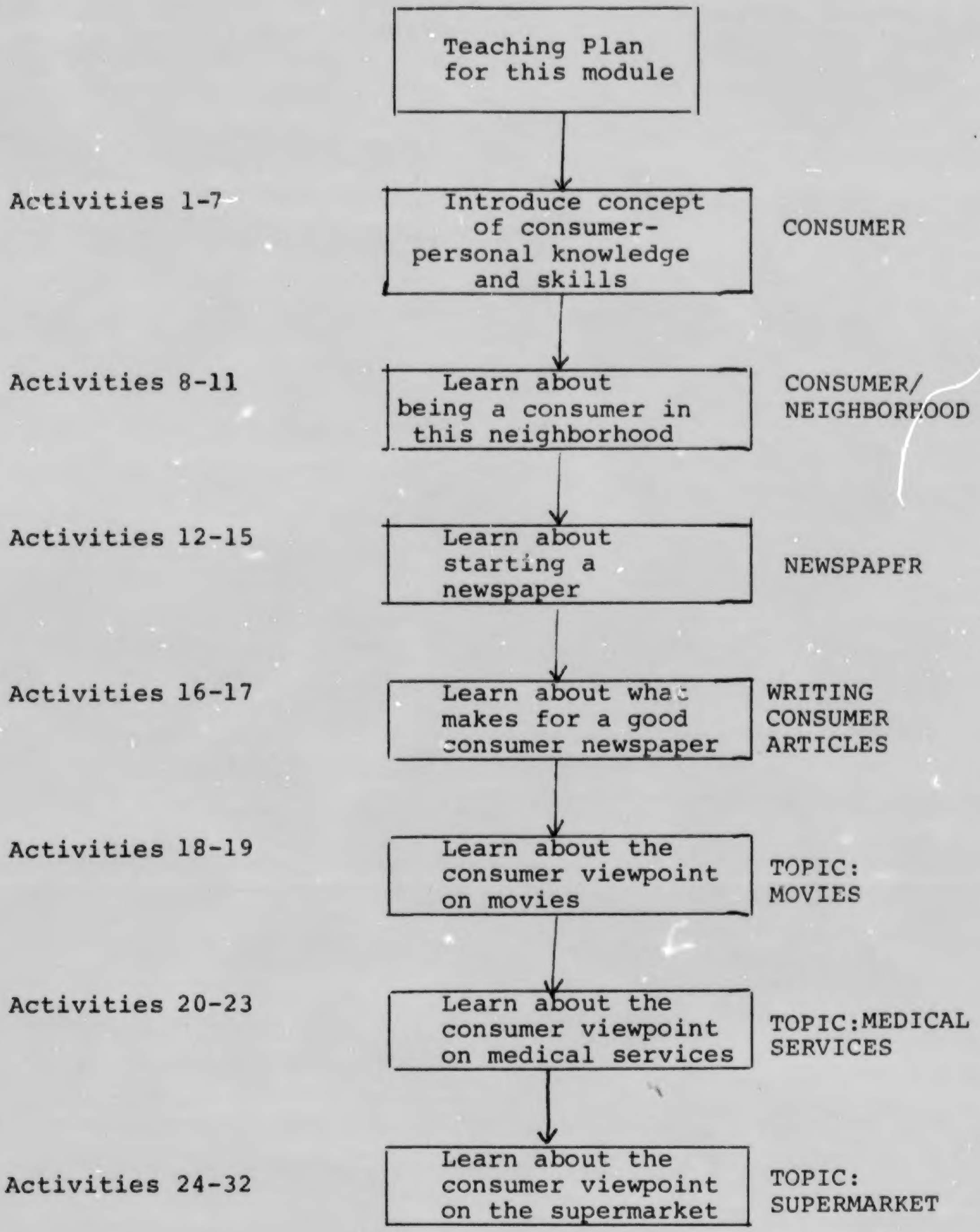
- Second, we approached concept attainment with the notion that kids learn best by a variety of learning activities, many of them experiential, the end product of which is a series of attributes which distinguish a particular concept.

- Third, we chose to center all learning experiences around the concept "consumer," dealing with the various topics as applications of this core concept.

- Fourth, we came at this work strongly influenced by a sense that reflection and writing on the subject consumer would lead students away from the rather typical helplessness of their consumer role and toward greater power.

- Fifth, we tried out our ideas with kids in an urban poor environment; we believe it has value as well in more affluent communities.

URBAN CONSUMER MODULE


Teaching Plan for this module
Activities 1-7
Introduce concept of consumer-personal knowledge and skills
CONSUMER
Activities 8-11
Learn about being a consumer in this neighborhood
CONSUMER/ NEIGHBORHOOD
Activities 12-15
Learn about starting a newspaper
NEWSPAPER
Activities 16-17
Learn about what makes for a good consumer newspaper
WRITING CONSUMER ARTICLES
Activities 18-19
Learn about the consumer viewpoint on movies
TOPIC: MOVIES
Activities 20-23
Learn about the consumer viewpoint on medical services
TOPIC: MEDICAL SERVICES
Activities 24-32
Learn about the consumer viewpoint on the supermarket
TOPIC: SUPERMARKET

UNIT ONE:

BEING AN EFFECTIVE CONSUMER

The learning activities in Unit One aim to help students understand the meaning of the role, consumer. Together and separately, the activities introduce students to the range of behavior appropriate to the consumer role and to the situations in which such behavior comes to the fore. There are certain key ideas about consumer role; each of the Unit One activities aims to teach at least one of them. The teacher can facilitate student-learning of these key ideas, helping students draw such generalizations themselves after watching a role play, engaging in an experience or reading a passage.

The first learning activity is introductory and, therefore somewhat general. The others are more specific, each intended to get across key ideas about the consumer role.

Learning Activity	Key Idea
1. What Do I Consume?	Each of us consumes certain goods and services.
2. The Bingo Exercise	A good consumer buys things and plans spending in a way which reflect personal values.
3. The Good Consumer	A good consumer is conscious of how to act in the best interest of consumers.
4. Gas Crisis	A good consumer knows how to conserve.
5. Bait and Switch	A good consumer is alert to deceptive practices.
6. Door to Door Sales	A good consumer knowsthat there are laws to protect him/her.
7. The Whole Ball of Wax	Consumers have many roles; spending, conserving, planning, getting protection and organizing on their own behalf.

LEARNING ACTIVITY 1: WHAT DO I CONSUME?

Objective: Given a set of questions, students will list and categorize items which they consume.

Process:

- Teacher will ask students individually to make two lists. Each student should list "things they have bought this week" and "things they would like to buy this week."
- Teacher should encourage students to volunteer to read their lists and then place them in groups. This will constitute early practice in grouping and categorizing. Some categories might be based on (1) where items were purchased - drug stores, department store or (2) type of item - food, clothing, cosmetics.
- Teacher then should ask students to write an approximate price and brand next to the items they list, and to take their lists home to compare their guesses with reality.
- On the next day, the teacher should lead students to discuss being a consumer - in what respects it is an easy task and in what respects it is difficult.

LEARNING ACTIVITY 2: THE BINGO EXERCISE

Objectives: Given a situation in which students have won an amount of money, students can list spending priorities and reasons for them.

Given a list of personal spending priorities and those of another student, students discern values which underlie spending priorities.

Process:

- Teacher should make sure that students have writing materials, and then explain to them this situation: You have gone to play bingo with your mother on a special night, and you win and are handed a check for $1,500. Think about what you would want to do with the money and then make a list.
- Teachers can circulate to assist students with the price of certain items which they want to buy. Make sure that the items on the list are in the order in which the students consider most important.

- When the students have completed their lists, the teacher can do one of two things. He/she can ask for volunteers to share their lists with the group, or they can divide the class into small groups, each of which is a forum for sharing.

- The teacher should conduct a discussion, asking questions such as:

  = Why do some kids want some things and other kids want others? (needs, wants, values)

  = What are some needs, wants and values we all have? What are some we differ on?

  = Do you think our needs, wants and values are the same as those of kids in India, China? Why? Why not?

  = What effect do values have on the way people spend their money?

- The teacher should then summarize, or encourage students to summarize, what they have learned about how values affect us in our role as consumers, how they influence that one part of the consumer role known as spending.

LEARNING ACTIVITY 3: THE GOOD CONSUMER

Objective: Given some introductory stories about consumers, students will list 1) qualities which make for a good consumer, and 2) qualities which demonstrate that a person is not a good consumer.

Given a list of good and bad qualities, students will give examples (from their own behavior and those of their families) of each type of behavior.

Materials: Xeroxed versions of the attached stories.

Process:

- Teacher should direct students to read the attached stories, "Stories About Consumers."

- When they have finished, students should be directed to make a list of good and bad consumer behaviors.

- Teacher should lead a discussion of what good and bad consumer behaviors are familiar to students - actions which they may have performed or which their students may have performed.

STORIES ABOUT CONSUMERS

Read the following stories about consumers, and then decide what was good and bad about the people's consumer skills or behavior, the way they acted as consumers.

Bernard Caravello. Bernard was watching television one evening when someone knocked at the door of his apartment. It was a young woman who identified herself as Felicia Clark and said she was selling magazines. Bernard had just moved into the apartment, the first one he ever rented as an adult "on his own," and he wanted very much to get a few magazine subscriptions. The woman showed him what she was selling, and Bernard agreed to purchase two subscriptions, at bargain rates of $6.97 and $4.50, to Time and Boating Digest magazines respectively. The total of his two purchases came to $11.47. There was one small problem, and it was that Bernard had only a dollar and some change on hand, enough money to get him to work in the morning and to the bank at noon time. But he had a check for $18.00 so he endorsed it to the woman and she agreed to bring him back the change.

A week later, Bernard was very concerned. He had not gotten back his change. He had no record of where the woman was from, what company she represented, or how to reach her. And two months later, he had not received any word on the magazine subscriptions.

***

Long Beach Senior Citizens Club. Ralph Long, Fannie Eisenstatt and Samuel Afarro were all members of the Long Beach Senior Citizens Club. They ate lunch at the club on most days; went to arts and crafts on Wednesday afternoon; Ralph even became an active member of the weekly discussion club. All three shopped at the Yellow Peach Supermarket, just two blocks from the Club, at the corner of Fifth and Broad. Since they were on a tight budget, the three were avid coupon clippers; they also watched the local newspaper carefully for "specials."

Yellow Peach usually advertised some weekend food specials on Wednesday, and Ralph brought up the subject at lunch on Wednesday, "Did you see the great buy on blueberries at the Yellow Peach? They're only 79¢ a box! And whole chickens are down to 49¢ a pound. I'm going over to the market right after Arts and Crafts!"

Well, Ralph forgot that it was still Wednesday, but when he got to the market early Friday morning, he found Fannie and Sam already at the door.

When the manager opened the store, all three rushed to the produce section, only to find two containers of blueberries. Fannie and Sam agreed that Ralph should keep both since he had seen the newspaper ad. They all knew that it was the chicken which had been most important to them. They were all planning to buy some chicken and freeze it for later on.

At the meat counter, they searched for the chicken, but could find none. They rang the bell and the butcher said the specials were all sold out last night, but there was good chicken in parts for 74¢ a pound. Samuel, Fannie and Ralph were furious. Immediately, they went to complain to the manager who said the specials had sold out early, but gave them a "rain check." They would have first reservations on the next chicken special.

Back at the senior citizen club, Ralph raised the issue at the next meeting of the discussion group. The members agreed that, since many of the club's senior citizens shopped at the Yellow Peach, and since many had problems with advertised specials, a representative group from the club ought to confront the manager with the problem.

Robert Wilmot, the manager, was very pleasant to the group from the Long Beach Center. He was impressed with the size of the total club membership (3,000) and the fact that many of the members shopped at the Yellow Peach. He promised to keep a close eye on advertised specials. The senior citizens warned him that they would boycott the store if there were any recurring problems.

***

A Citizen Protest in July, 1975, one of the worst freezes in Brazil's history did serious damage to the nation's coffee crop. Two other countries which played an important role in providing coffee to the world also experienced difficulty. In Columbia, there were draughts and floods; in Guatemala, there was an earthquake.

Because the production of coffee was affected by these three factors, the price of coffee rose dramatically all over the world. People in the United States looked at supermarket shelves only to find that prices had risen three to four times.

Many people wanted to know if prices were justified. There was a big demand for a product in short supply. But it was common knowledge that the Brazilian growers, knowing that it was a sellers market, had tripled their prices.

Americans were angry about what had happened to the price of coffee. They decided to take action. New York City's Commissioner of Consumer Affairs, Elinor Guggenheimer, urged the American people to boycott coffee in January 1976. By January 11, organized consumer groups across the nation joined in and urged people to cut their use of coffee 25 percent. Protesters argued that if United States consumption was reduced by one quarter, thus cutting the demand, coffee prices would go down.

Restaurants across the United States offered free tea to customers instead of coffee. Supermarkets advertised tea and set special prices for tea and cocoa. They also posted flyers urging consumers not to buy coffee because of the high price.

Whether because of high prices or the boycott, coffee consumption did drop 15 percent by 1977. And the lessened demand did have an impact. Although the price of coffee did not go down to pre- 1975 levels, it did not hit predicted highs either.

LEARNING ACTIVITY 4: THE OIL CRISIS

Objective: Given reading material and researched data on the oil crisis, students will identify problems and opportunities for consumers.

Given an identification of problems for consumers, students will be able to give examples of conservation.

Materials: Newspaper articles on energy crisis. (The teacher should locate these.) Interviews with parents.

Process:

- Teacher should locate five newspaper articles on the subject of the oil crisis. If this is difficult, a call to a local newspaper explaining the project will help.
- Students should be directed to go home and to ask parents and relatives how oil shortages and world crises have affected their oil consumption and that of their families.
- Class discussion the next day will be on the subject, conservation, what it means to conserve and why it is smart and wise to do so.

LEARNING ACTIVITY 5: BAIT AND SWITCH

Objective: Given a story in which consumer rights are violated, students will demonstrate recognition that their rights are being violated, that there are deceptive business practices and that they must be "on guard" against them.

Materials: The following "Bait and Switch" story should be read aloud to the students by the teacher.

Process:

- Teacher reads the story to students and then raises the following questions.
  a. Did Mrs. Brown have rights in this situation? What were they?
  b. Did the business do anything wrong? What do you call it?
  c. What do you suggest that Mrs. Brown should do?
  d. Can you give any other examples of "deceptive practices" to which students ought to be alert?
- The teacher can produce a list on the board of deceptive practices which students and/or their parents have experienced.

BAIT AND SWITCH

Amalgamated Furniture Store, 123 Franklin Street, Brooklyn, placed the following advertisement in the Brooklyn Herald: "Oriental rugs, Liquidation Sale, 9' x 12', $400. Offer good this week only. Easy Credit Terms." Mrs. Lenore Brown saw the advertisement, needed a rug badly for her living room, and went immediately to Amalgamated Furniture to purchase a rug. When she arrived, the salesman, looking embarrassed, said that he had no more Oriental rugs on sale, but had quite a few orientals of somewhat better quality at $1,000. Mrs. Brown was stunned. She asked the salesman how many Orientals they had on sale to begin with, and discovered they had only two rugs. Mrs. Brown did not know what was wrong, but she knew she had problems.

LEARNING ACTIVITY 6: DOOR TO DOOR SALESPERSON

Objective: Given a role play of a door-to-door salesperson and a consumer, students will identify laws which protect consumers.

Materials: Attached role play descriptions for encyclopedia salesperson, the consumer, and the spouse.

Process:

- Teacher will choose three students to "act out" the role play of a door-to-door salesperson situation, and give them time to prepare.
- The teacher will introduce the role play by telling students that they are going to see three of their classmates in a play and they must watch it with four questions in mind:

  Who is right?

  Who is wrong?

  What law protects one person?

  How would you have responded to the salesperson?
- Role play actors should be told that the role play ends shortly after the salesperson leaves and the spouse returns home.
- When the role play is over, teacher leads a discussion about what behavior on the part of the consumer would have demonstrated to the salesperson that the consumer is a "smart" consumer.

ROLES

On index cards, teachers should write, type or paste the following role descriptions.

SALESPERSON: You are very good at selling things, friendly, enthusiastic about encyclopedias, knowledgeable about what they do to help children learn. You knock on the consumer's door with assurance, and you converse with knowledge and great warmth. Your major goal is to get the consumer to sign a contract to purchase a set of 39 volumes of the encyclopedia, paying $20 a month for the next 40 months.

CONSUMER: You are a smart shopper. You have three children, 12, 10, and 6, all in school and eager to learn more. You have a limited income, but you have enough to eat and to wear, and you put aside each month a little money. You have always wanted to get a set of encyclopedias for your children. You sign the contract.

SPOUSE: The consumer's spouse is aware of the federal law which protect consumers, giving them a three day cooling off period, after signing a contract for a door-to-door sale. When you come home and find that the consumer has signed the encyclopedia contract, you are furious.

LEARNING ACTIVITY 7: THE WHOLE BALL OF WAX

Objective: Given some examples of good consumer behavior, students can list general categories of appropriate consumer behavior: purchasing,
planning,
conserving,
obtaining protection from laws, and
taking action.

Materials: Newspaper articles
Newsprint, magic markers
Manila Folders for each student.

Process:

- The teacher should ask students to look at the newspaper each night and to cut out articles on "consumer" items.

- Students can keep, for a week or two, a folder of these articles. Periodically, the teacher can review these and note any gaps in types of articles. For example, if all the articles students are collecting relate to food buying, teacher can suggest that students look to articles, both about different topics (housing, energy, medical services) and about different behaviors.

- Students should read their articles.

- When the collection of articles is due, the teacher should place, at various points in the classroom, 5 pieces of newsprint, each with a different word or with an appropriate symbol, and explain each type of consumer behavior.

Purchasing	Planning	Conserving	Taking Action	Obtaining Legal Protection

- Students should summarize their articles, one at a time, "This article is about a lettuce boycott," and then be given an opportunity to place the subject in the appropriate category. "It's an example of "taking action."

- The following activity is optional. The teacher might gather the articles, each in the appropriate section. Xerox the collection and use copies of it as a reading text on current consumer issues with students.

UNIT TWO

CONSUMERS IN THIS NEIGHBORHOOD

The learning activities in unit two have as their major goal to expand student understanding of the concept consumer through practical experience. Having engaged in activities around the concept consumer in unit one, students here will apply what they have learned to their own local community.

LEARNING ACTIVITY 8: WATCHING CONSUMERS IN OUR NEIGHBORHOOD

Objective: Given a neighborhood tour,* students will list activities in which they observe consumers engaging in their neighborhood. (They will identify exemplars and non-exemplars of the concept "consumer.")

Materials: None

Process:

- The teacher will request the assistance of some class parents. Their help will be needed to take students on an "observation tour" in which they observe and list the activities of consumers in their neighborhood.

- Students will make lists of consumer activities they observe in the neighborhood. Parents, having been briefed, will make certain that a wide range of consumer activity is noted. Where possible: purchasing, planning, conserving, getting legal protection and taking action as consumers. Some of these might be difficult to observe on a single trip to neighborhood stores. Teacher should alert parents to the possible exemplars of each. Some signs of planning might be shopping lists, of conserving might be cutting back on consumption of some items in favor of others, of planning might be people putting money in savings banks. Getting legal protection may be observed in the case of unit pricing, guarantees and warrantees on particular items namely appliances.

- The day after the field trip, the teacher will lead a discussion in which students talk about consumer activities in the neighborhood.

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*If the circumstances in your school prohibit such a trip, this activity can be assigned as homework, preferably over a weekend with students asked to observe and record at least one activity in each area.

- The teacher will compile student data or appoint a student to do so, putting together an extensive list of consumer activities. Student will be directed to group these together. Purchasing activities, planning, conserving, getting legal protection, and taking action as consumers are suggested as possible categories for grouping.

LEARNING ACTIVITY 9: MAP DRAWING

Objectives: Given the directive, students will draw maps of their neighborhood.

Materials: Large sheets of graph paper
Rulers
Rough paper

Process:

- Students will be given graph paper and assigned the task of drawing maps of one square block. Two students will work together making certain to place on their maps all buildings in one square block.
- Teacher will make certain that all square blocks within a given geographical area are covered and that students draw the maps in uniform fashion, adopting a common symbol system.
- Maps should account for every buliding's purpose on the ground floor level and the class should adopt a common color for certain types of buildings: stores, residences, banks, schools, community organizations.
- When each map has been completed, they should be placed on a wall or bulletin board in proper geographical relation to one another.
- Students should practice their ability to generalize by looking at the map and making general statements about the neighborhood on the basis of facts which they observe on the map.

LEARNING ACTIVITY 10: BEING ME IN (THIS NEIGHBORHOOD)

Objective: Given a time of reflection on one's self and neighborhood, students will write about their reflections.

Process:

- The teacher will review the material and learnings of the consumer education course to date, reminding students that the major focus of their activity is the newsletter for the community which they are about to begin producing.

- The teacher will assign for homework a written piece, essentially a long paragraph in which students talk about their experiences in or feelings about their neighborhood. These may be published, as they were in our Harlem pilot project; they may form the first issue of the newsletter, or they may be read aloud in class.

In Appendix A, we enclose some of the writing on this subject from the I.S. 201 pilot project.

LEARNING ACTIVITY 11: NEIGHBORHOOD INTERVIEWS

Objective: Given an interview schedule, students will conduct one-to-one interviews to generate information about consumer needs in their neighborhood.

Materials: Consumer Interview

Process:

- The teacher will give students several copies of the enclosed form, Consumer Interview, and will review the questions on it with students, pointing out that the survey is to be conducted so that people will know more about the community in which they live.

- When students understand the questions, teacher will make conducting the survey an assignment, asking each student to do at least two surveys for homework. Students should be given five copies -and the opportunity to conduct as many as five surveys per night.

- Students should be directed to interview people who will represent the breadth of community consumer interest. Some discussion in class, during which all the different types of people who live in the neighborhood are identified, will facilitate this task. Teacher, following the listing of the various types, has students think of how many people they know in each category: age, ethnic group, income level, sex - and make certain that surveys will be conducted among each of the groups.

- After the first interview assignment, teacher should survey student forms and correct any errors or systematic problems.

CONSUMER INTERVIEW

Interviewer ______________________

Person Interviewed ______________

Date _____________________________

Subject: ___________________________________

1. Do you think a student-produced newspaper might be helpful to consumers in the community?

    _____________ Yes ___________ No

2. Would you be interested in any of the following topics? I'd like to find out how interested you might be in reading different kinds of newspaper articles and features. I'll read some headlines and titles. After I read each one, please give me your score between zero and five, zero being of no interest to you, 5 being of major interest. Give each title any score between zero and five that best expresses how likely you would be to read the item if it appeared in a newspaper.

    How to find a good doctor. (_____)

    Being an effective tenant (______)

    Saving energy (_______)

    Con Ed Electric Company returns $25,000 to consumers (_________)

    Soften your brown sugar. (_______)

    Tips for movie-goers. (_______)

    Join a Food Buying Club. (______)

    Small Claims Court limit raised. (_______)

    Neighborhood Consumers boycott Superfine Markets (_______)

    Ideas for a healthy diet. (______)

    Co-Op Auto Repair Shop started in West Bay, Maybe a good idea for Harlem (______)

3. How long have you lived in this community, or within ten miles of it?

____

4. What is your overall rating of this community as a place to live excellent, good, or poor?

_________excellent ________good ______poor

5. In every community, the schools, the newspapers, the government, and other organizations -- each has a different job to do. I'd like to know how you feel about the ones around here.

I'll read seven major categories of organizations. Please give each one a score from zero to five depending on how good a job you think it's doing. If it's doing the worst possible job, give it a score of zero. If it's doing a perfect job, give it a score of five. Otherwise, give it any score from zero to give that expresses how you feel about the kind of job its doing. Now, what's your rating of the job being done around here by:

(________) the public schools?

(________) the newspapers?

(________) the radio stations?

(________) the local government?

(________) the churches?

(________) the police department?

(________) the mental health department?

(________) the hospitals?

6. Is there anything you would particularly want to see covered in a consumer newspaper produced by students?

____

____

Can you answer a few brief questions about yourself to help our survey?

7. What is the highest grade in school you have completed?

____

8. What is your age? _________Indicate sex ______M ______F

9. Next, I'll read some common concerns people have. Please say yes if it applies to you and no if it doesn't.

I'm very much concerned about:

(____) my family

(____) my friends

(____) getting along in the community

(____) money

(____) a job

(____) my physical health

(____) having a good place to live

(____) finding things to do

(____) keeping myself together

BACKGROUND FOR THE TEACHER

What is a survey?

The word "survey" comes originally from words meaning "to look over." Today, survey is a "look over" of the opinions or behavior of a number of people. Surveys are conducted by asking many people the same questions and then systematically compiling the results.

Using a survey to gather information and evidence on the availability of health care services in your neighborhood is an effective way for students to serve consumers. The overall results can be published in your newsletter, and may start people thinking about how to improve their neighborhood.

Here you will find some of the points to keep in mind if you are constructing your own survey. First, it is important for questions on a questionnaire to be the right questions. How can you make certain that you have good questions? It is essential that each question on a questionnaire mean the same thing to everyone who answers it. Make sure your questions are clear and direct. A question like, "How many hours a day do you watch television?" is a clear and direct question.

Another important factor to consider in conducting a survey is how to chose the population, those to be surveyed. The population you survey is determined by considering who can best provide the information you need. If you want to find out how citizens in an entire community feel about an issue, you should interview a cross section of the local population.

To obtain a valid cross-section of the population, you might choose to interview a sample. (A proportion of a group is called a sample). Two kinds of samples are important to consider here. A random sample is a portion of a total group chosen by selecting every so many people in the group. You could, for example, choose every one thousandth person in the telephone directory. A systematic sample is based on specific criteria or rules of selection. When it is necessary for you to interview only a sample of a group, it is probably important for your sample to be representative of the entire group. In order to make a systematic sample of a neighborhood, you might decide to interview a certain number of people in each of these categories: young people under 18, people 18 to 30, people 31 to 50, people 51 to 65, people over 65. In addition, among the adults you might include a representative distribution of men and women who are blue-collar and white-collar workers, unemployed workers and high-level executives, housewives and working mothers. In the interview assignment here, students are directed to interview several types of consumers. This is the closest we come to directing that a scientific sample be chosen.

UNIT THREE:

STARTING A NEWSPAPER

Teachers will find that producing a consumer newspaper can help students learn basic skills and educate the community at the same time. If the format is kept simple and the writing of articles directly related to regular written assignments, production time will be limited.

Neighborhood polls, opinion surveys, consumer success stories, consumer complaints, news of alternatives to the marketplace - each can serve as possible newspaper articles. To simplify each of these elements and to focus on a single topic we suggest that each newspaper issue focus on a single topic and all articles related to that topic. While there may be a few exceptions, information about food purchasing, coupled with articles on personal experiences, a supermarket survey, an article about food co-ops, make for a clear message. An issue of the "Urban Marketbasket" newsletter is enclosed in Appendix B. The learning activities in this section are directed toward helping students learn to work in a group and to plan a consumer newspaper for their community. Further units will deal with specific areas of consumption.

LEARNING ACTIVITY 12: THE TOWER GAME

Objective: Given necessary materials and the experience of the Tower Game, students will generalize about working in groups.

Materials: 1 roll scotch tape
2 packs of 3" x 5" index cards
for each group of 5-8 people

Process:

- The teacher divides the large group into smaller groups of 5 to 8 students, giving each the above materials. The teacher appoints one group of 5-8 students to be group observers, telling them that their role is to watch carefully what happens in the small groups as they go about their tasks.
- Tell the groups they will have 20 minutes to perform a task - the instructions for which will be written clearly on the board.
- Remind the group of the roles and responsibilities of task group members. (For example, if the group starts a newspaper, one person will be the editor. Others will write and research articles. Others will be responsible to distribute the newsletter.)

- Remind the group they are all to wait until the start signal is given, and just stop when told to do so.

- The teacher, and maybe an assistant, another teacher, or a paraprofessional, should act as observers of the group's work. If there are participants or students who do not want to play actively, they might also serve as observers.

- Print these instructions on the board:

  "USING THE MATERIALS PROVIDED, BUILD THE TALLEST FREE STANDING TOWER POSSIBLE." Do not provide any additional instructions or attempt to clarify "Free standing" or other confusing words.

- Give the start signal and provide frequent time pressure during the exercise by saying, "only 10 minutes left," or "3 minutes to go!"

- At the appointed time, stop the exercise and assemble the large group for discussion of the game.

The Tower Game is designed to force the task group to work out and quickly implement a plan of action. It stimulates 'real life' situations by being purposely vague in what the final product is to be. Concepts of the 'tallest free-standing tower' vary and the purpose is to get group members to reach consensus. In addition, the word 'Tallest' implies there is heavy competition among groups to be the best. Group observers should provide feedback on the following factors:

- Did all group members participate in the planning?

- Did the planning include a definite goal to be accomplished?

- How were the roles determined?

- What kinds of leadership patterns emerged?

- Was the group in competition with others?

- Were the group members willing to share materials and expertise on tower building?

- Did some groups change their tower designs after observing other structures? Is this considered okay or considered cheating?

- Did group members continue to add cards even when the tower threatened to topple?

The large group discussion should deal with the group's reactions to observer feedback (answers to the above questions), and then should go on to consider parallels between building a tower and running a weekly community newspaper for consumers.

LEARNING ACTIVITY 13: SWEAT EQUITY PAYS OFF

Objective: Given a case study about working together, students will list what helps groups working together and what hinders groups working together.

Materials: Enough copies of the story, "Sweat Equity Pays Off" for the class.

Process:

- The teacher can introduce the class reading of "Sweat Equity" by saying something like the following:

The case study which follows can be helpful to you in two ways: it can provide you with a good example of how people can work together to improve their lot as consumers, and it can provide a good example of effective group work. As you read the story, keep the two questions I have written on the board in mind:

  - What points helped this group work together?
  - What made it more difficult for this group to work together?

- When the students have read the story, have them list the good points and the bad points of the Renegades as a group.

- When the students have listed all the good and bad points they can think of, make sure the following good points are listed:

  1. Everyone has a share in the work and roles are clear.
  2. Someone is responsible to see that the work is done.
  3. There are people to back up others if their job is not done.
  4. The group is excited about their project, and want to do it.

SWEAT EQUITY PAYS OFF

A Case Study About Getting Things Done In Groups

They were once the "Renegades of Harlem," a tough street gang swaggering through the East Harlem ghetto. They walked tall in their nail-studded jackets, flaunting knives and looking for trouble. It was their turf, and it seemed that they almost owned it.

But then something happened. East Harlem, the traditional heart of New York City's 900,000 strong Hispanic community, was becoming something of a ghost town and there was little left to fight over. Their neighborhood had deteriorated. Houses were being abandoned, vandalized and burned. Stores were closing and everyone who could was leaving.

So in 1972, East Harlem street gangs gathered for a "Third World Meeting" to solve their common problems. The outcome marked the beginning of a new era for the Renegades. It was time to fight new battles.

Playgrounds

It started with playgrounds in 1973. One of the gang leaders heard that New York City was providing tools and equipment to neighborhood groups willing to clean up vacant lots and turn them into mini-parks or playgrounds.

Finding empty spaces in East Harlem was no problem. There were plenty of sites where abandoned tenements had been demolished or burned. The Renegades picket two lots on East 118th Street. They turned one into a children's playground and the other into an outdoor basketball court. When the playgrounds opened, the gang felt a pride they hadn't experienced before.

Moving on to other projects, the Renegades next organized a blood donor drive for New York City hospitals and conducted a voter registration campaign. But their most ambitious project still lay ahead.

Rehabilitation Site

On the corner of 119th Street and Second Avenue stood a large abandoned skeleton of what had been a tenement house. With families fleeing the area because of lack of decent housing, the Renegades saw an opportunity to do something for themselves and the neighborhood they loved. So in 1974 they incorporated as the Renegades Housing Movement.

Funding

They didn't have much other than a willingness to work hard. But with the knowledge that the city would soon take over the building, and the help of a $20,000 interest-free loan from the Consumers Farmers Foundation (CFF), the Renegades started making repairs. When the City of New York saw that they meant business, city officials agreed to sell them the building for $1,000 and to grant them a $350,000 rehabilitation loan.

Renovation Begins

Renovation was far from easy. On a typical day, 15 or more gang members worked as carpenters, masons, plumbers, electricians or bricklayers - doing everything it takes to gut an old structure and rebuild it into 21 modern apartments. A member of the group had several years of construction experience and acted as the teacher-foreman. The gang leader, Eulogia Cedeno, became the Executive Director.

One worker recalls, "I was heavy into the drug thing and heard about the work from one of my brothers. So I figured, why not give it a try. No pay, but at least I would be doing something besides drugs. But now I got a skill. I know how to do a job."

Sweat Equity

At first the Renegades worked without pay. But soon they needed money for expenses and equipment. So they renegotiated the loan with the City and arranged for minimum salaries for those most in need.

They called the difference between normal construction wages and the pittance they were paid, "sweat equity," which refers to the value of the sweat and labor the workers put into the building. Housing built with sweat equity creates more than savings for those who buy or rent - it fosters a sense of neighborhood pride that is almost as tangible and real as the dollars saved.

Cooperative

When renovation of the East 119th Street Building was completed in 1975, the Renegades turned it over to the cooperative housing corporation they had organized. The co-op included several gang members, their families and other neighborhood residents in need of decent housing who now jointly own and operate the building. The average $140 monthly payments would have been twice as high if the building had been renovated in a conventional manner.

The Renegades

The Renegades still walk tall, leaving their mark on East Harlem. They have gone from a street gang to a housing development organization - an odyssey that has done more than change their lives and the lives of their neighbors. It has also make their turf a place worth fighting for.

LEARNING ACTIVITY 14: PLANNING A NEWSPAPER

Objective: Given a set of tasks which need to be accomplished to organize a newspaper, students will decide who is to do each one.

Process:

- The teacher will give each student a copy of the "Task List."
- The teacher will conduct a discussion about each of the four planning tasks on the list, making certain that the class has come to a consensus decision on each.
- The teacher will ask students to write a single page describing their newspaper, following the points covered in the planning task list. The piece will be written as if it is a description of the newspaper to appear in the first weekly issue.

Planning Tasks:

1. Decide on the format:
   - Title of newspaper
   - Number of pages
   - Color of paper
2. Decide on how the paper will be reproduced:
   - School reproduction machine or outside
   - How many copies?
3. Decide on whom and how you will distribute the paper:
   - Through community groups
   - To parents of students
4. Decide how often you will produce the newspaper, giving enough time to gather articles from students.

- Each student will read his/her article on the newspaper in class. The teacher will write on the board the four general headings dealt with in the articles, namely format, reproduction, distribution, and schedule.

- The teacher will list on the board in a homemade shorthand the ideas which occur in the articles as they are read.

- The teacher will conduct a discussion on the pro's and con's of each idea and the class will decide together what format reproduction route, distribution plan and schedule meets their needs and capabilities.

LEARNING ACTIVITY 15: ORGANIZING THE NEWSPAPER

Objective: Given copies of local daily newspapers, students will list the components and organize their own newspaper.

Materials: Production Grid Sample

Process:

- The teacher will assign each student the responsibility of bringing to class a local daily newspaper. In class, students will make a list of what kinds of articles appear in the paper, that is, types of articles and of what these articles are about.

- Students will read their lists of article types (gossip column, consumer tips, etc.) and their lists of subject matter (crime, housing, legal cases). Teacher will record these on the board and then have students group them and decide which would be suitable for a community consumer newspaper.

- The teacher will then assign to students the task of drawing up and filling out a production grid form, containing the following information: consumer topic areas, regular features, newspaper production dates, student writing assignments. The enclosed production grid and features list is meant to guide teachers as they work with the class.

Success Stories - first-hand accounts of individuals or groups who have been effective consumers. How this has "paid off."

Interviews - with local merchants, students, adult consumers, service deliverers - doctors, lawyers, social workers, teachers - on topics of interest to consumers.

FEATURES LIST

Feature articles on the "key consumer topic" of the week

Comparison shopping survey results.

Letters to the editor.

Consumer tips (helpful hints from one neighborhood consumer to another)

Articles of community interest - for example, an upcoming consumer legislation which affects your group.

Alternatives for consumers - articles on interesting and innovative consumer projects which may have started in your community or another.

Articles about national or state consumer action or issues which may be of interest to local residents.

Hot Line Numbers - telephone numbers of places to call when neighborhood consumers have problems or suggestions.

Sample

PRODUCTION GRID

Newspaper Dates	Consumer Topic	Regular Feature Assignments					
		Tips	Lead Articles	Success Stories	Survey	Interviews	Alternatives
November 15	Clothing						
November 30	Health Care						
December 15	Toys & Games						
January 6	Legal Services						
January 26	Food						
February 10	Movies						
February 24	Street Items						
March 5	Candy						
March 15	School						

This will vary in each classroom setting, depending on the preferences and capabilities of the students.

UNIT FOUR

THE CONSUMER POINT OF VIEW

The learning activities in Unit Four reinforce student knowledge about what it means to be a good consumer, both the learning on a conceptual level gathered in Unit One and the experiential learning of Unit Two. Here, learning activities focus on writing with the consumer perspective strongly in mind. The activities can be referred to during newspaper production if student articles seem to reflect a viewpoint other than that of the consumer.

The teacher could open this series of activities by reading or discussing the following issues with students:

- People who are professional writers are very conscious of what "points of view" they choose for a story. If they are writing a murder mystery, are they going to write from the point of view of the murderer, the maid or the detective? Or from a point of view which resembles the great detective in the sky, a point of view from which the writer (and the reader) can see all that is happening and even read all the characters' minds?

- The articles in the consumer newspaper organized by your class or group will be written from the consumer point of view. They should always keep the consumer's interest in mind. What is the consumer's interest and how do you keep it in mind? What kind of stories serve the consumer's interest?

Newspaper articles which help consumers to acquire the knowledge and skills they need to make decisions and take consumer-citizen actions.

Some of the skills which people need to be better consumers are very individual, like knowing how to comparison shop, use unit prices, interpret evidence, make intelligent forecasts. Other skills relate to activities which people perform in groups: participating in local decisions about resources, supporting laws for consumers, and organizing a group around consumer issues.

The information which students and community members in general need to know is vast. They need to know what laws protect consumers, when to bring a case to small claims court, what issues are politically sensitive in a community, what the global impact of a consumer issue is.

LEARNING ACTIVITY 16: CONSUMER-ORIENTED ARTICLES

Objective: Given newspaper articles about consumer issues, students will identify the qualities which make them written in the "consumer interest."

Materials: Xeroxed copies of enclosed newspaper articles, found in Appendix C, Consumer-oriented articles.

Process:

- The teacher will pass out xeroxed copies of the enclosed newspaper articles. Students will read one at a time, keeping in mind the question, what qualities identify the articles as being in the consumer interest? The teacher will talk about "point of view," making certain that students understand the meaning of point of view.
- When the students have each finished an article, they will keep a list of "consumer qualities."
- Students will be asked to clip newspaper articles which represent the consumer point of view, and to list what indicates that they represent the consumer point of view. In a class discussion, they will deal with the following questions:
  - What indicates that each of the articles represent the consumer point of view? Underline sentences which are clues to the consumer orientation of the articles.
  - If you were to write an article on buying jeans from a consumer's point of view, what points would you be sure to cover?
  - What, then, are the essential components of an article which is written from the consumer's point of view?

  The teacher will note the following qualities which characterize articles written with the consumer viewpoint:

  - Critical eye as to product or service quality.
  - Conscious of environmental impact of service or product.
  - Contains tips for the consumer to assist him/her in dealing with producer or service provider.
  - Outlines consumer rights in a given instance.
  - Makes clear what law protects consumers presently or what laws should be passed to protect consumers in the future.

LEARNING ACTIVITY 17: CONSUMER REPORTERS AND MEDIA

Objective: Given a meeting with consumer media people, students will list characteristics of good consumer reporting.

Materials: None

Process:

- The teacher will arrange for students to meet with a member of the media whose job responsibilities include consumer reporting. Two methods are appropriate here. The teacher can arrange a field trip to the media person's office, or can ask them to come to the school. The consumer media person will be either a journalist or a TV or radio reporter.

- If the field trip/classroom discussion format is not possible, teachers might choose the alternative activity described below, that of monitoring television consumer reporting.

- For the person-to-person meeting, teachers should prepare students by asking them to list a series of questions for consumer media people. These questions ought to be linked to the previous learning activity, in which students determine which characteristics or qualities make for good consumer reporting.

- The media person will give a short talk on what his/her job involves. After this, students will ask questions.

- The alternative activity, that of monitoring consumer reporting on TV, involves students in keeping a journal of consumer reports which they see on television, and noting in connection with each: TV channel, reporter, subject, what was said.

UNIT FIVE

CONSUMING ENTERTAINMENT

One topical area on which students may focus their newspaper for the community is the movies. What is the consumer point of view when it comes to the movies? What is the specifically "consumer interest" when going to or talking about the movies?

Writing articles on the movies for their consumer newspaper might be a good place for students to start. It's an enjoyable topic and relatively easy to evaluate as an experience. Almost everyone has an article on the movies in their minds, if only you can tap into that and get them to write it.

Being a sharp movie consumer involves keeping a number of things in mind when you go to the movies: price, condition of the theatre, price and quality of the snacks served, the behavior of the audience.

An enjoyable experience at the movies seems to involve going for the right reason and seeing a high quality movie, too. Reading about others' experiences might help neighborhood residents make decisions about their future movie plans. Remembering bad experiences at the movies is just as valuable in learning to be a good consumer as remembering good experiences.

There are two learning activities in this module. One activity, to be conducted in the classroom, engages students in reflecting on their own experiences at the movies. The second, a more experiential learning activity, will involve students in going to and checking up on movie experiences. Both can lead to transfer exercises, in which students generalize about consuming entertainment.

LEARNING ACTIVITIES 18: DISCUSSING THE MOVIE EXPERIENCE

Objectives:

- Given a series of experiences of the consumer regarding movies, students will list qualities of a good entertainment experience.
- Given a period of reflection on their own experience as consumers, students will judge the quality of their experiences as consumers.
- Given their reflected experience as consumers of the movies, students will write clear, logical compositions on their experiences.

Materials: None

Process:

- The teacher will lead the class in discussing each of the following questions. If the group is large and does not discuss easily, the teacher could divide the large group into smaller groups, each with a set of discussion questions.

  The teacher will read, or have a student read, the article "Consuming Movies." It is meant to start students thinking in a new way about the movies and about consumption in general.

  When the article has been read, teacher will lead group in discussing the five questions which follow. Some of the peripheral questions which teachers might raise are:

  = Are neighborhood movie theatres as good as those downtown?

  = What do I like best about going to the movies?

Some of the basic discussion questions might be:

- What are your favorite kinds of movie?
- Who are some of your favorite actors and actresses?
- Where do you go to see your favorite movies?
- How much is the usual admission price?
- Have you or your friends ever yelled and screamed in the movies?
- Does it bother you when others do?
- When do you feel you have wasted your money at a movie if you have ever felt that way?
- How much do you usually spend on a trip to the movies? (Include all expenses)

When the discussion has ended, student will practice writing one sentence answers on their own experience as consumers of the movies.

CONSUMING MOVIES

What kinds of movies do you like? Mystery? Comedy? Space? The kind you like may often depend on what kind of person you are and perhaps how old you are. And how old you are and what kind of person you are may have a lot to do with what theatre you go to, how you behave in a movie and how much you pay to go to the show.

Regardless of what movies you like to see you probably like to enjoy the movie without others yelling and screaming and throwing things, especially if you paid your money for a movie you really want to see. Sometimes it's okay to scream and yell. Other times it is not okay. If a movie has a lot of action and is very exciting like Rocky or Rocky II, then yelling and screaming is understandable. But sometimes, some people forget to respect the rights of others. They yell and scream and throw things when it doesn't have anything to do with the movie. How do you feel when this happens? Do you feel that your money was well spent?

Once you enter a movie theatre you may want to check out how clean it is, what condition the seats are in, where the bathrooms are and whether or not they are safe for you, your friends and family to use.

If you are the kind of person who likes to eat while at the movies, you will have to decide how much money to spend. Prices for admission, candy, popcorn and franks are different at different movies. Of course, some people never worry about any of these things. Do you? If you do, you may save enough money to see another movie for free.

LEARNING ACTIVITY 19: CHECKING OUT THE MOVIES

Objective: Given a series of items, students will conduct a survey of movies: gathering data and presenting it to the class in a written composition.

Process:

- The teacher should direct student to identify 5 movies they want to see. Then, they should write down the movie names and the names of the theatres in which they are shown, their telephone numbers, and their location. (What theatre, where?) (1 or 2 theatres)

- Students should call each theatre to find out -

  a) admission price for adults and children.

  b) admission price: Saturday, Sunday, weekdays.

- Students should be asked to keep records of their movie expenses. "The next time you go to a movie (or are on a Consumer Education assignment) count your money before you go in and after you come out. How much did you spend? Include all expenses."

- When enough time has lapsed so that students have all seen a movie, ask them to write a short composition (or news story) on the movie experience. Include admission price, price of food, condition of theatre, behavior of audience, and whether or not you would recommend the theatre. If the teacher prefers, the article might also be written on the last movie experience students have had. In Appendix D, there are some student articles written by seventh graders at Intermediate School 201 on the movies.

UNIT SIX

THE CONSUMER VIEWPOINT ON MEDICAL SERVICES

One of the most helpful areas on which a community newspaper can focus is that of medical services and health care. This is because people spend large amounts of money for health care, because all of us need a doctor at one time or another, and because medical care is a subject which seems to interest everyone. What most people do not know, however, is that they are consumers when it comes to obtaining medical services. Most of us are more apt to think of ourselves as consumers when we are in the supermarket, or the department store, but we forget that we are consumers when we go to a doctor or lawyer.

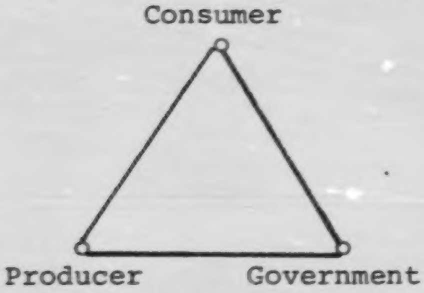
LEARNING ACTIVITY 20: WRITING ABOUT KEEPING HEALTHY

Objective: Given a health-related topic, students research and write a composition on it.

Materials: Xeroxed copies of "Your Health," a newsletter.

Process:

- The teacher discusses with students issues of good health. What are the most important things to remember if you want to be healthy? On the board, the teacher keeps a list of what is mentioned. The necessary points made by the teacher relate to keeping healthy.
- The teacher draws a triangular diagram on the board and discusses with the students the role of each party in a range of consumer concerns.



- Taking a series of examples, the teacher raises questions which students answer by identifying who is doing each.

Who makes automobiles?	(Producer)
Who buys automobiles?	(Consumer)
Who tells automobile makers that they must make safe cars?	(Government)
Who follows up to see that cars are safe?	

- Then the teacher focuses on another area, that of food.

Who shops for food?	Consumers
Who tells food stores to place prices above food products?	Government

Who tells food manufacturers to take unsafe products off the market?	Government
Who makes the bread?	Producers

CONSUMERS purchase, do financial planning, check on product quality, look into product safety, check on quality of services, purchase services, advocate for themselves.

PRODUCERS manufacture goods, research new products, advertise their products, deliver services, initiate research into possible new service areas.

GOVERNMENT passes laws which regulate producers and thus serve to protect consumers, demand that unsafe products be taken off the market.

- The teacher then notes that some of the consumption activities noted above are in the area of services. The teacher draws from the students the major generalization related to health care, which makes it an area of consumption different from consuming automobiles, for example. Who is the consumer? Who is the producer? Does the doctor or the clinic actually produce good health? The conclusion, drawn from the students, ought to be something like "I am responsible for my own health" or "Health care is primarily self-care." Referring back to the diagram, the teacher moves toward the conclusion that in the area of health care, a person is both the consumer and the producer. "We produce our own good health."

- Teacher passes out copies of "Your Health", a newsletter devoted to health care with a preventative approach. Teacher raises questions about illness and about preventing illness. Writes lists on board.

1. What makes us get sick? (Body parts malfunction, Bacteria, virus, germs. Accidents - broken limbs, etc.)

2. How can we guard against illness? (Be careful - avoid accidents. Keep strong and healthy - guard against germs. Get checkups on regular basis from doctor. Get enough rest and eat well.)

3. What kinds of articles in the newsletter will help consumers in the area of health care?
   Articles about keeping healthy
   Articles about what to do when you become ill
   Articles about hospitals, etc.

LEARNING ACTIVITY 21: FIRST VISIT TO THE DOCTOR

Objective: Given a role play situation in which a person's first visit to the doctor is simulated, student will list good consumer behavior in the area of medical services.

Materials: Role play cards

Process:

- The teacher should select three of the more vocal and expressive members of the class to role play the first visit to the doctor. For your own information, read the enclosed article, "Doctor and patient: an ailing relationship."

- Give one student the role-description card enclosed entitled, MEDICAL DOCTOR, the second student the card entitled, PATIENT, and the third student the SPOUSE card. Give the students an opportunity to review their roles.

- Describe the setting to the rest of the class, as follows:

> This is ________________, the patient's first visit to the doctor. He/she has a very bad cold, looked up MEDICAL SERVICES in the telephone book, and found the number of this doctor, Dr. ______________.

When the role play is over, draw up with the students on newsprint a list of Good Consumer Practices and Bad Consumer Practices.

Doctor: Role Description Sheet

You are a middle-aged doctor, a general practitioner (family doctor) with a very busy practice. Hundreds of patients come in to your office every week, and you have gotten more and more casual, and more and more rushed. Your chief goal, in dealing with most people who come in to your office, is to prescribe some medicine and to get them to leave. Most people do not know you by name; you generally cannot tell new from old patients and you almost never examine them. You take peoples' word about what is ailing them, and move them along.

Patient: Role-Description Sheet

You are new in the neighborhood, a youngish person with one thought in mind: to get rid of your bad cold. You are used to being treated well by doctors, however; in the town from which you came, the doctor knew you and your family, asked about them, and always gave a thorough examination. But, while your expectations are high, your level of assertiveness is very low. When your visit with this new doctor is over, you spend some time on the street outside his/her office, talking with your spouse about your feelings about the meeting.

Spouse: Role-Description Sheet

You wait outside the doctor's office, and when the visit is over, you discuss it with our spouse and tell him/her what you think should have occurred.

Doctor II: Role-Description Sheet

You are a competent and concerned doctor. You take a detailed medical history, and give the patient a thorough examination, but you do not care at all about the patient as a person. You are especially uninterested in any psychological roots of your patients' illness. You think that this is all "hogwash" and that germs are responsible for all sickness, or almost all sickness.

Patient II: Role-Description Sheet

Your first visit to this doctor is caused by a severe back pain which you think has psychological roots. In the past, you have gotten severe back pain whenever you are under great stress, and it looks like this has happened again. Your husband is drinking a lot, and two of your three children are doing badly in school. You have changed to a new doctor because your old doctor would not listen to your problems, which you see as closely connected to your aching back. You are not always very assertive, but you are learning to speak your mind in situations where you are clearly in the right.

LEARNING ACTIVITY 22: CONSUMERS AT THE DOCTOR'S, A WRITING EXERCISE

Objective: Given observation of two role play situations and the ensuing discussions about first visits to the doctor, students will write a clear and concise composition on "Consumers at the Doctor's," in which the key elements which a consumer should remember are highlighted.

Process:

- The teacher should either direct students to copy down the list of good and bad points which are derived from the class discussion of the role play, or, the teacher should take them down and pass out Xeroxed sheets of the points at the beginning of the writing exercise.

- The teacher outlines for students the important parts of a good composition.

  (a) Opening sentence - which contains major point.
  (b) Body - three or four sentences which contain evidence to support major point.
  (c) Conclusion - a restatement of the opening sentence in a fresh way based on the evidence recounted in the body.

Here is an example which the teacher might consider as a model.

CONSUMERS AT THE DOCTOR'S

OPENING	As consumers, if we are to be skillful at the doctor's office, we should be assertive and critical of the care we receive.
BODY	We should remember to ask about fees and doctor availability. We should press the doctor to give a careful examination and to take a thorough medical history. And we should tell the doctor if we are not pleased with the service.
CONCLUSION	Only if we are careful to do this, will we get the proper medical service which we deserve as consumers.

LEARNING ACTIVITY 23: HEALTH CARE SURVEY

Objective: Given a neighborhood survey form, students will conduct and tabulate information on an issue from the people in their neighborhood.

Materials: Enclosed survey form
Background for the Teacher

Process:

- The teacher should prepare for this session by reading the background for the teacher and the neighborhood survey form. While all students need not know the detailed information on surveys and obtaining random samples, some students will benefit from knowing it.
- The teacher will give each student three copies of the survey and ask them to query adult family members and neighbors.
- On the following day, students will read and summarize their individual results for the class and then hand in their survey forms. A team should volunteer or be appointed by the teacher to tabulate forms.
- The teacher can decide how to publish the survey results in the newspaper. Raw data can be presented as is; students could write articles giving an overview of the findings. The tabulated results could be given to the math teacher for use as the basis for mathematics exercises: drawing bar graphs, obtaining and calculating percentages, making charts.

NEIGHBORHOOD SURVEY ON HEALTH CARE

I'm from Public School 368 and my class is conducting this survey on health care and health care facilities in the community as part of a class project. We want to start (or have started) a consumer newspaper to inform local residents about consumer issues. May I ask you some questions about your thoughts on health and health care?

1. What do you think are the most important things to consider when it comes to good health?____________________

2. What do you personally and your family do to promote good health?____________________

3. Do you have a regular family doctor?____________________

4. How often do you go to see a doctor say, over the course of one year? ____________________

5. Are you pleased with the service you get?____________________

6. What do you do when you are not pleased? ____________________

7. How often do you make use of the hospital, either the emergency room or the inpatient facilities? ____________________

8. Are you pleased with these facilities? ____________________

9. Personal data: Sex: ___F ___M

   Age: ___under 18; ___18-30; ___31-50

   ___51-65; ___over 65.

UNIT SEVEN

SUPERMARKET

The learning activities in this topical unit entitled "Supermarket" teach and reinforce the basic concept, consumer; they are meant, additionally, to yield newspaper articles on issues which surround supermarket shopping. The initial activity, "What's in a Supermarket?" makes use of an instructional strategy for concept learning which has three parts: students enumerate and list consumer activities they see in the supermarket; students group these activities; students label these activities.

Other learning activities in this unit assist students in thinking and writing about the supermarket as a forum for consumer activity. The end product will be newspaper articles related to supermarket concerns.

The approach taken in many of the learning activities in the unit is that of problem-solving. Problem-solving is the process of recognizing an obstacle, difficulty, or inability to act; thinking of possible solutions; and testing or evaluating the solutions.

We engage students, in the activities which follow, in a series of learning experiences which encourage them to inquire. The process of inquiry begins when individuals question something in their experience. The learning activities which follow structure students' thinking in such a way that they will question what is happening to consumers in the supermarket. Once they begin to inquire, intrinsic interest comes into play, takes hold of students and serves as a motivating force.

There are three phases in the inquiry problem-solving process in the learning activities below. The first is awareness, sensing that a problem exists. This is the motivation factor which arouses the student to go further in defining, and, finally, resolving a problem.

LEARNING ACTIVITY 24: WHAT'S IN A SUPERMARKET?

Objectives: Given a supermarket field trip, students will:

- observe events, items, activities and persons connected with the supermarket.
- list events, items, activities and persons connected with the supermarket.

- establish criteria for grouping events, items, activities and persons connected with the supermarket.

- label and criterion-reference events, items, activities and persons connected with the supermarket.

Process:

- The teacher will guide students through a series of learning activities, each of them designed to achieve one of the above objectives.

1. Supermarket Field Trip.* Arrange for students to be taken in groups of five or six to a series of local supermarkets. Parents might be briefed ahead of time on the content of the unit and directed to lead a group of students. The directions the teacher gives ought to be something like this:

> I want you to go on a "looking tour" of the supermarket. You have probably been there many times, but this time you are to try to notice as much as you possibly can. Be on the lookout for new things. Keep a list of all activities which you see people doing. Let us see who can observe the most activities.

2. Brainstorming

   - On the same day as the tour, ask the class, "What did you see when you went to the supermarket?" Obtain from the students an enumeration of as many items as possible.

   - List all named activities on the blackboard or on newsprint as they are called out.

3. Listing What Belongs Together

   - Prepare a typed list of all such items as responses.

   - Distribute a list to each student. Divide the students into discussion groups of five or six. Assign each group the task of gathering together from the master list smaller lists of things which belong together. Next to each smaller list, students should give the reasons why they belong together.

   - Ask groups to present their findings. Combine groupings where possible and reasons for groupings.

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*If an organized field trip is not possible, these data can be gathered through a homework assignment, preferably over a weekend.

Naming the Groups

- Elicit names from the class for each smaller grouping. When the class cannot name a smaller group, do so for them. The following groups of activities might emerge from this activity: comparison shopping, serving customers (deli, meat counter), selling goods, buying goods, swapping services (bulletin board in store).

LEARNING ACTIVITY 25: SUPERMARKETS AND MOON FLIGHTS

Objective: Given some reflective activity on shopping in a supermarket, students will be able to form linkages in a creative way between supermarkets and other phenomena and learn thereby to list appropriate consumer behavior.

Materials: None

Process:

- The teacher will tell the class that they are going to engage together in a process of creative thinking and problem solving, in reality some active and purposeful dreaming.

- The teacher will inaugurate a class discussion on the subject of dreaming, advantages and disadvantages. "What is good about dreaming? When do we usually dream? Do you ever daydream? What do you daydream about? What can be bad about dreaming?"

- The teacher will talk about the problem-solving function of learning "Sometimes, when we daydream, we can solve problems that we cannot solve any other way. Executives in large companies sometimes sit around and discuss problems in a way which we call blue-skying, that is, they come up with creative solutions to a problem by means of solutions which we might consider far-out.

- The teacher will then point to the possibilities of "daydreaming" for solving problems and gaining deeper understanding of situations. He/she will initiate conversation on the particular topic for blue-skying of the day, namely, in what ways are going to the moon and going to the supermarket alike? Students may think that this is "funny" at first, but the teacher can help them by giving a few ideas . . . . "Both require preparation." "Both require people who are smart about what they are doing."

- The teacher will make a list on the board of SIMILARITIES. Students may then be directed to write newspaper articles on the subject of supermarkets, food prices and/or space flights.

LEARNING ACTIVITY 26: NEIGHBORHOOD PANEL

The major objective of the neighborhood panel learning activity is to enable students to identify, by means of an information gathering process, the specific consumer problems which persons in their neighborhood face and to identify where these are located in the framework.

(1) Invite five (5) persons who live in the neighborhood to form a panel and to speak to the class on "Shopping in Supermarkets in ______________" (the name of the neighborhood). Make an effort to locate people who speak well, respect students and represent the mix of racial, ethnic, occupational and sexual backgrounds present in the neighborhood.

(2) Ask each person to speak for five minutes and then give them fifteen minutes to discuss the subject among themselves. Then encourage the students to query the panel on the subject of consumer problems in supermarket shopping and specific solutions. Hand out sheets with questions which are appropriate if students cannot generate the questions themselves.

1. What is your favorite supermarket in our neighborhood and why? (Same question can be asked relative to drug store, mom and pop store)

2. What is your least favorite supermarket in our neighborhood and why?

3. What could we as students do to help solve consumer problems here?

LEARNING ACTIVITY 27: WRITING AND CONDUCTING A NEIGHBORHOOD POLL

The major objective of the neighborhood poll is to survey neighborhood shopping habits with a view to uncovering key consumer problems and, specifically, key supermarket-related problems.

Process:

- Divide the class into groups, on a class day soon after the panel described above. Assign each group the task of writing three survey questions. Ask them to write them on newsprint. Explain that a survey is a set of questions which are asked of a group of people. After they respond (either in writing or in person), the results are added together or TABULATED.

- When the groups have each devised three questions, ask them to report orally to the class. Post the newsprint with the questions in a prominent place.
- Review the objectives of the survey: to know more about shopping habits of people in the neighborhood, to identify consumer problems in the supermarket, to find out about specific consumer problems which a group of students might work on, to gather information for a possible newsletter on consumer topics which the class might initiate and take responsibility for. Keeping these objectives in mind, work with students on ranking the questions, combining where possible.
- Decide upon five or six key questions. Make certain that the questionnaire is not longer than one side of one sheet. (People will be more apt to return a shorter questionnaire.) Type and reproduce questionnaire. A sample of one administered in Harlem is enclosed.
- As an assignment, give each student three to five questionnaires to administer at home or to their neighbors. Explain how important it is to the project to get accurate and honest survey results. Explain that the student can either give the survey form to a person and tell them they will return later to collect it or ask them the questions orally and write down the results. Make certain that the students can read the survey forms. No identification need be placed on the surveys.
- Work with the mathematics teacher to train a small group of students to tabulate the results. First, a simple counting procedure should be followed. Then calculators can be used to determine what percentage of the group surveyed answered a question in a certain way. See SUPERMARKET SURVEY IDEAS in Appendix E for additional information and suggestions.

Urban Marketbasket

Consumer Survey

We plan to start a consumer newspaper for the central Harlem area, to be produced by the students and teachers at the Arthur Schomberg School, I.S. 201. Your answers to these questions will help us.

1. What supermarket(s) do you shop in most frequently?

(sample)

Coop Supermarket	Amsterdam near 122nd St.
Name	Street
______	______
Name	Street
______	______
Name	Street

2. What drug store(s) do you shop in most frequently?

______	______
Name	Street
______	______
Name	Street
______	______

3. What grocery store(s) do you shop in most frequently?

______	______
Name	Street
______	______
Name	Street

4. Check items about which you would like to know prices in various supermarkets.

milk
coffee
eggs
soup
rice
canned veg.
macaroni
butter
margarine
peanut butter
sugar
flour
bread
Other ______
______
______

5. Check items about which you would like to read weekly features from time to time.

Jeans
Records
Shoes
Jackets
Roller Skates
Beauty services
Barber shops
Vocational schools
Travel
Food-restaurants
Getting legal help
Getting medical help
Using community resources
Auto repair services
Home repair services
Getting your money back
Effective complaining

6. List a few consumer areas or topics or concerns which you would like to hear more about in the newspaper.

______ ______
______ ______
______ ______

Please return to the Office of the Principal, I.S. 201 RIGHT AWAY.

Check appropriate box.

☐ Teacher ☐ Student ☐ Local Resident

LEARNING ACTIVITY 28: FOOD FOR THOUGHT

Objective: Given the article, "Food for Thought," students will be able to find significant data and to generalize about being a consumer in an urban environment.

Materials: Reproduced article, "Food for Thought"
Price Comparison Chart
Questions

Process:

- Teacher will assign silent reading of the article, "Food for Thought."
- Teacher will engage the group in filling in the Price Comparison Chart.
- Teacher will lead a discussion of the questions which follow.

These comprehension questions are geared to the several thinking levels identified in Bloom's Taxonomy of Educational Objectives. As a result, the students performance on them can give the teacher some indication of the level of thinking/problem solving skills.

1. What research methods form the basis for the article? (A check of zoned newspaper advertisements and a reporter's survey of shelf prices.)
2. What hypothesis (educated guess) formed the basis for the research? (Prices are higher in poor neighborhood supermarkets.)
3. How many reasons for this hypothesis can you find in the article?
   a. Some Westchester stores offered "double coupons." No Bronx or Manhattan stores did.
   b. Stores in Morrisania, Fordham and South Yonkers are smaller and thus less efficient to run. To break even or make a profit, these stores had to charge more than larger, more energy efficient stores with a higher turnover of goods.
   c. Refrigeration and insurance costs are higher in poor neighborhoods.

d. "Shrinkage" and "grazing" account for higher costs. "Shrinkage" occurs when vendors, customers, employees steal food and when customers leave frozen foods outside freezer. "Grazing" is when people simply take the food off the shelves and eat it in the store, without paying.

e. Competition is much stiffer in Westchester county where consumers can easily drive to stores where prices are lower. Chain managers in Westchester send people out to shop the competition.

4. What alternative to high-priced supermarkets is outlined in the article for poor neighborhoods? (Co-op Supermarkets in which the co-op buys the store and the supermarket operates it.)

PRICE COMPARISON CHART

Using the "shopping list" in the article fill out the chart which follows with comparison prices and then finish the sentence at the end.

ITEM	Urban Supermarket	Price	Suburban Supermarket	Price
18 oz Shopwell Crunchy Peanut Butter				

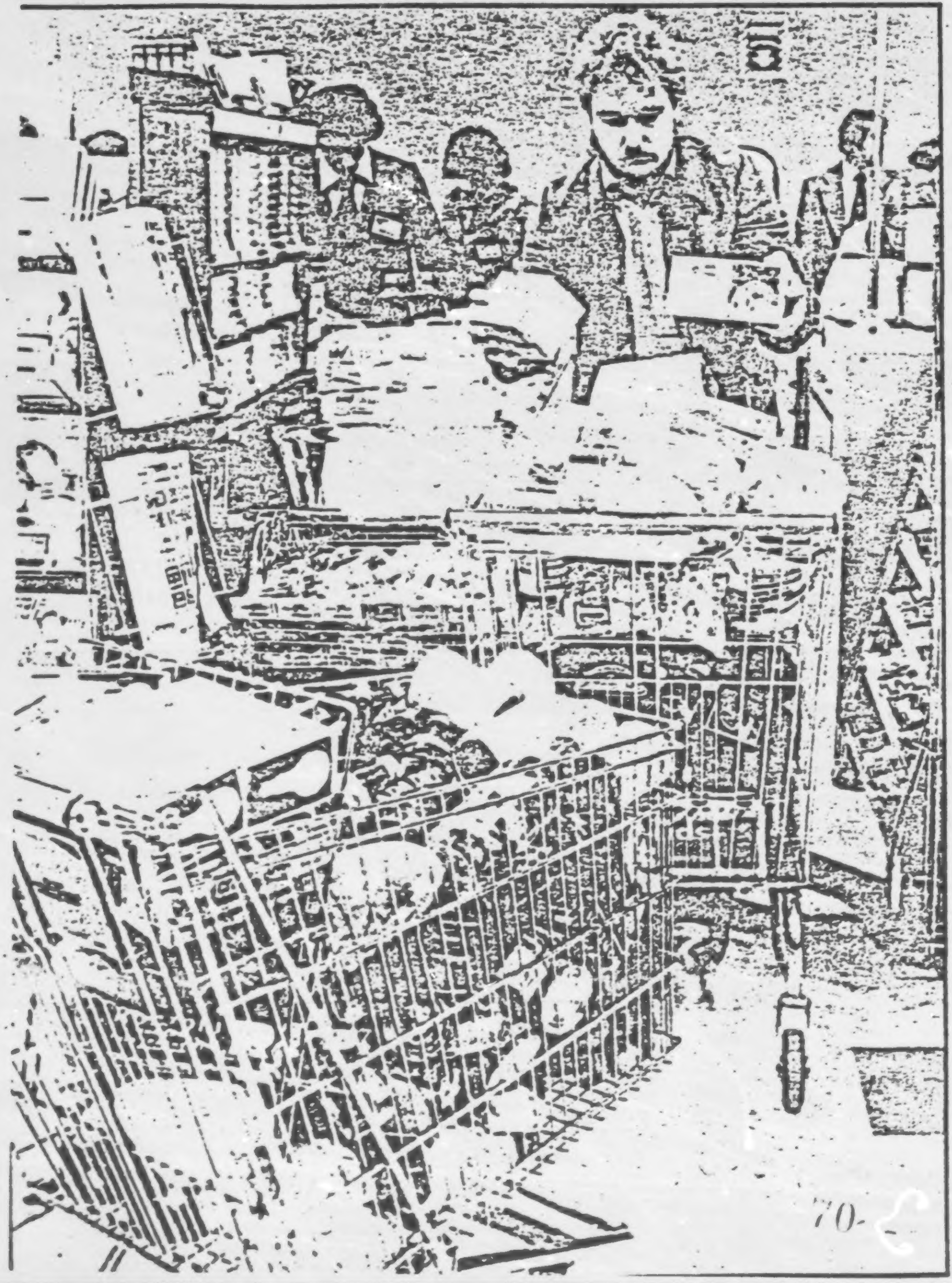
Urban Supermarkets ____

____.

FOOD FOR THOUGHT

The poorer the neighborhood the more you'll have to pay for scores of items from Pampers to peanut butter—with little or no chance to try another store.

By Neil S. Martin



70-

In case your mother hasn't already told you this, don't shop in a poor neighborhood if you want to save money on food. You'll find no bargains on the necessities of life.

With few exceptions, the poorer the neighborhood, the more one will pay in supermarkets for scores of items from peanut butter to Pampers. If you live in the South Bronx, for example, you will pay more than people in Throgs Neck. They, in turn, will pay a little bit more than people in Mount Vernon—who will pay more than people in Bedford.

This is true even when comparing supermarkets owned by the same chain. A check of zoned newspaper advertisements and a reporter's survey of shelf prices showed that a family buying a cart of food in the South Bronx will have to spend up to 10 percent more than a family buying exactly the same items from the same chain in northern Westchester.

The gap for certain items can be much greater. Two weeks ago, ground chuck was going for $1.55 a pound in the large and modern Thornwood Shopwell, and for $1.99 at the cramped West Fordham Road Shopwell in the Bronx.

A pound of store-brand bacon cost $1.19 at the Central Avenue A&P in Greenburgh. The same day, it cost $1.59 at the Melrose Avenue A&P in the South Bronx.

Finast-brand frozen corn was priced at 45 cents for a single 10-ounce box in the chain's Throgs Neck store. Up in Rye Town, you could get three boxes of the same corn for $1.

And so on and so forth. A reporter who surveyed 14 stores operated by A&P, Finast and Shopwell—the largest and generally cheapest chains operating in the metropolitan area—found that of 21 items checked in each, all but a handful could be bought more cheaply in the chains' Westchester stores than in the Bronx. The only items priced the same by all three chains at all their surveyed stores were Wonder bread and Beech-nut strained peaches for babies. The chains priced chicken the same with the exception of one Shopwell in Riverdale, where it was a dime cheaper per pound than at the other surveyed Shopwells.

Each chain had its own pricing patterns. A&P charged a few cents more for rice in the Bronx, while Finast and Shopwell charged the same at all the Bronx and Westches-

Please turn to next page

NEIL S. MARTIN is the staff writer

1
Crunchy
PEANUT BUTTER
SHOPWELL
2
Kellogg's
RICE
KRISPIES
3
Coke
Coca-Cola
4
OVERNIGHT
Pampers
5
TOMATO KETCHUP
6
7
Finast
GRADE A
LARGE WHITE
Eggs
8
SLICED BACON
9
10
WONDER
WONDER
GIANT
11
Enriched
NO. 8
SPAGHETTI
SHOPWELL
NET WT. 16 OZ. (1 LB.) • METRIC WT. 453 GRAMS
12
Beech-Nut
STRAINED
Peaches
13
Cut Corn
14
Finast
HOMOGENIZED
VITAMIN D
MILK
HALF GALLON
15
NEW
EXTRA ACTION
Tide
Tide's In... Dirt's Out.
16

ter stores checked. A&P charged $1.39 at all stores for a 2-liter jug of Coke, while Finast and Shopwell prices for Coke fluctuated a good deal. Finast and A&P charged the same price for spaghetti in all stores, while the Shopwell price ranged from 67 cents on Fordham Road to a low of 47 cents in Briarcliff Manor.

The geographic differences in pricing are graphically demonstrated in zoned newspaper advertisements of specials. Compare, for instance, A&P's May 14 ad in the Manhattan-Bronx edition of The Daily News to the ad run in the Westchester Rockland Newspapers. Of 81 identical advertised items, 32 cost more in the Manhattan and Bronx stores, including San Giorgio spaghetti, chicken legs, whole sirloin tip, Pepsi-Cola, frankfurters, Listerine, pork roast, Grade A large eggs and cucumbers. No items were cheaper in the Manhattan and Bronx stores. Moreover, Westchester A&Ps offered "double coupons," in which the store doubles the return on whatever manufacturers' coupons one brings in. The Manhattan and Bronx stores did not offer double coupons.

Finast did not zone its ads, running the same prices for the same specials throughout the Bronx, Westchester and Fairfield. But only 25 items were listed in the entire ad.

Like A&P, Shopwell also zoned advertisements when they were examined on April 13. But Shopwell drew its price line on specials further north than A&P, the cheaper prices and double coupons being offered only in the chain's seven northern Westchester stores. Of 156 items advertised in both areas, 46 were cheaper in the northern Westchester stores and only one item, pork loin roast, was cheaper in the Bronx and southern Westchester.

Supermarket spokesmen say that higher prices in the inner-city neighborhoods are simply a matter of economics. The chain-owned stores in Morrisania, Fordham and South Yonkers are usually older, far smaller and thus less efficient. Rent per square foot is higher and so are refrigeration and insurance costs. And in the poorer neighborhoods "shrinkage" also cuts more deeply into what is admittedly a razor-thin profit margin.

Shrinkage includes theft by vendors, employees and customers, as well as spoilage caused by such carelessness as customers leaving frozen foods outside the freezers. It also covers losses due to "grazing," when people simply take food off the shelves and eat it in the store, without paying.

"For the supermarket industry as a whole, the net profit after taxes (compared to total sales) is less than 1 percent. And in the smaller stores in older neighborhoods, shrinkage alone can be greater than the net profit," says Finast spokesman Lawrence Buxbaum.

The stores operated by the chains in Westchester, particularly upcounty, tend to be newer and larger. Rent per square foot is cheaper. Giant freezers cool more for less. Fewer workers are needed per $1,000 worth of sales. There is far less pilferage and grazing by the more affluent patrons.

Kellogg's
CORN
FLAKES
⑥

French's
U.S. NO. 1
RUSSET POTATOES
NET WT. 5 LBS.
⑫

Maxwell House
⑰

THE SHOPPING LIST

① An 18-ounce jar of Shopwell crunchy peanut butter was $1.19 on West Fordham Road in the Bronx and only $1.05 in Thornwood and Briarcliff stores and in the new Bruckner Boulevard market in the Bronx.

② Rice Krispies (13-ounce box) were $1.09 at Finast's East Tremont Avenue store in Throgs Neck and only 99 cents in Westchester stores in Mount Vernon, Eastchester and Rye Town.

③ A 2-liter (67.6 ounces) bottle of Coke cost the same in all A&P stores surveyed, $1.39. But Shopwell charged $1.09 in its Riverdale store and $1.49 in Westchester stores—one of the few items more expensive in Westchester.

④ A dozen overnight Pampers were $1.99 at A&P's store on East 174th Street in the Bronx, and $1.79 in the McLean Avenue store in Yonkers and the Central Avenue store in Greenburgh. Shopwell charged $1.89 on Fordham Road and $1.75 in Thornwood. Finast charged $1.89 at its two surveyed Bronx stores and only $1.65 in the two Westchester stores surveyed.

⑤ In two Westchester stores, Shopwell ketchup (20 ounces) went for 59 cents. On Fordham Road the same size bottle cost 65 cents.

⑥ Kellogg's Corn Flakes (18-ounce box) were $1.11 at Shopwell's Fordham Road store and 99 cents in Thornwood, Briarcliff and at the new Bruckner Boulevard store.

⑦ A&P's prices for a dozen large, white Grade A eggs varied from $1.05 at its Melrose Avenue store in the Bronx to 69 cents at the large Central Avenue store in Greenburgh—a difference of more than 50 percent. Finast's prices for these eggs varied from 93 cents on East Tremont Avenue to 85 cents in Rye Town.

⑧ A pound of Ann Page bacon cost $1.59 at A&P's Melrose Avenue store and $1.39 a little further north on 174th Street. It was only $1.19 at the two Westchester stores surveyed.

⑨ Shopwell charged $1.99 a pound for ground chuck at its Fordham Road store, compared to $1.79 in Briarcliff and $1.55 at its Thornwood store. A&P also charged $1.99 at its Melrose Avenue and 174th Street stores in the Bronx. The two lower Westchester stores surveyed charged $1.89.

⑩ Wonder bread cost 85 cents for the 22-ounce giant size everywhere. But Shopwell bread—same size loaf—varied from 59 cents for a single loaf in the Bronx stores to 89 cents for two loaves in the Westchester stores surveyed.

⑪ Shopwell spaghetti cost 67 cents for a one-pound box on Fordham Road, 65 cents in Riverdale, 51 cents on Bruckner Boulevard and in Thornwood and only 47 cents in Briarcliff. A&P and Finast store-brand spaghetti was the same in their stores.

⑫ Maine potatoes were a dime cheaper in A&P's Westchester stores at 79 cents for five pounds. But potato prices in Finast and Shopwell seemed to be the same throughout.

⑬ This 10-ounce box of store-brand corn cost 45 cents in at Finast's Throgs Neck store while one could get three for $1 in Rye Town. Frozen goods were consistently more expensive in the Bronx, a 20-ounce bag of store-brand cut green beans being 16 cents more expensive in the Melrose Avenue A&P than in the Central Avenue store surveyed, 6 cents more expensive in Finast's Throgs Neck store than in Westchester and 20 cents more expensive at Shopwell's Fordham Road store than at other stores surveyed.

⑭ Finast charged $1.17 for a half-gallon of milk in its Throgs Neck store compared to a low of 99 cents in its Parkchester store in the Bronx and in Rye Town. A&P milk went for $1.09 in the two Bronx stores surveyed, $1.03 on McLean Avenue in Yonkers and 95 cents on Central Avenue in Greenburgh. Shopwell milk was more expensive in the Bronx stores, ranging from $1.17 on Fordham Road down to $1.05 in Thornwood.

⑮ This giant-sized Tide (not so giant at 49 ounces) cost $2.05 at Shopwell's Fordham Road store and only $1.89 at the other stores surveyed. Finast prices ranged from $2.09 in Throgs Neck to $1.89 in the Westchester stores.

⑯ One of the few items for which prices did not drop as one headed into Westchester. Beech-Nut strained peaches (4¾-ounce jar) for babies was 24 cents everywhere.

⑰ This jar of Maxwell House (6 ounces) cost $3.89 at A&P's Melrose Avenue store, $3.79 on 174th St. and $3.69 at the two Westchester stores checked. Finast charged $3.79 at its two Bronx stores when they were surveyed and 20 cents less at the two Westchester stores surveyed. Shopwell priced Maxwell House the same at all stores included in the survey.

—N.S.M.

oom to present a much greater variety of d goods, including many non-food items mand a higher profit margin.

permarket executives admit that the atest reason for lower prices in West- that competition is much stiffer. This is great majority of customers have cars ab to drive another half-mile to the f pric at the first are a shade

porter conducting the survey never was l by store managers in the Bronx as he prices into his notebook. But two of the er store managers asked him what he g. Given vague answers, one insisted, re you here from Grand Union?" Each chain managers in Westchester and the luent sections of the Bronx send out shop the competition, to make sure they ing underpriced on key items. Milk, eggs and coffee are among the most sensitive.

Although many poor people view the supermarkets as rapacious exploiters, the reporter's survey found one store whose prices seemed to confirm the chains' claim that no matter where they are located, bigger and more efficient stores will charge lower prices, particularly if there's competition from other chains in the area.

This was the Shopwell on Bruckner Boulevard, by far the newest and largest of the seven Bronx stores surveyed. It is set next to a forest of public housing towers, so many of its customers are low-income people. But it also is part of a modern shopping plaza with plenty of parking and it is convenient to the thick flow of traffic along the Bruckner Expressway. Most importantly, it must fight price skirmishes with a number of other large supermarkets within a half-mile in each direction. Prices at this store were significantly lower than at the old, cramped Shopwell on West Fordham Road and about the same as those at the West 235th Street store in a competitive section of Riverdale. Many more items were priced within a few cents of the low Westchester prices.

But the Bruckner Boulevard store is an exception. Rather than replace old stores with new ones in the poorer sections, the big chains are slowly closing them when even high prices can no longer make up for the high costs and low volume.

This has been going on for more than a decade. A&P, Shopwell and Finast have shut dozens of stores in the Bronx as well as older stores in Westchester. A&P now has only nine Bronx stores and 22 in Westchester. Shopwell has only five stores in the Bronx, having closed three over the last 18 months, but still has about 30 in Westchester. Finast suddenly shut down three Bronx stores in April, leaving only five in the borough. It has 14 stores in Westchester.

But recently moving in to the South and West

Please turn to page 14

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3040	$150	~~$99~~	$85
4040	$179	~~$120~~	$95
5040	$180	~~$120~~	$105

Aluminum
White or Bronze

Size	Reg.	Now	SALE
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7040	$265	~~$175~~	$150
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5050	$235	~~$165~~	$130
6050	$389	~~$185~~	$170
7050	$430	~~$220~~	$195

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I-95
MAMARONECK AVE
NYC

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TUNA
40 GRAPE DIET TIPS
A LONGER BETTER LI

SUNDAY magazine

Older, smaller stores face higher overhead and post higher prices

Bronx and into the older sections of Yonkers, Mount Vernon and New Rochelle are smaller, aggressive chains such as C-Town, Met Food and Associated, which specialize in operating in areas vacated by the big chains—often even taking over the old stores. They offer many specials each week, but overall their prices tend to be higher still, so that the poor must pay ever more.

Community groups, city officials and supermarket executives have been talking for years about ways to bring food prices in inner-city stores more in line with those in the suburbs. The general conclusion is that the disruption of the "food system" and the high costs are a symptom of the overall race, crime and fiscal problems of the city. Some groups have been able to form supermarket co-operatives. The co-op buys a store building and hires a supermarket chain to supply and operate it. Pathmark is a notable pioneer in this field, but only a few such co-ops have been organized in the metropolitan area.

For the majority of people living in older neighborhoods and for almost all poor people, choices in food shopping remain limited. And expensive. ☐

CAMPS

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LEARNING ACTIVITY 29: SUPER-CONSUMER

Objective: Given some reflection on shopping in the supermarket and after reading and a field trip, students will write a composition on the characteristics necessary to be a good supermarket consumer.

Materials: None

Process:

- Divide the class into small groups, ask each to discuss possible consumer problems in the supermarket and compile list. The success of the groups being able to do this will depend on the exposure they have had to date and the level of individual thinking which has been done.
- Organize another field trip to the supermarket, asking the students to spend their time at the supermarket looking for possible problems faced by consumers. Suggest that they question consumers politely about what problems they face.
- Assign students to the task of searching the local newspaper for articles about consumers and food shopping. The articles should be brought to class for a class bulletin board, "CONSUMER."
- Give the students the introductory sentence of a writing exercise on the subject of the supermarked ... "Consumers in the supermarket have to be _____________, _____________, and _______________________.

The structure of each students compositions is to be as follows. Students should list three qualities which ought to characterize consumers in the supermarket. Then, they should write one sentence on each of the qualities, stating why it is important and giving evidence for its presence in consumer behavior. Then, they should write a final sentence which sums up or draws together what they have said in the composition.

SAMPLE COMPOSITION:

Consumers in the supermarket have to be alert, organized, and assertive. They need to be alert to check unit prices, find store brand items, locate bargains. They need to be organized. Having a shopping list helps and knowing where the different items are place on the shelves is important. They need to be assertive. When the produce is of poor quality, they need to make this known to the manager. If overall prices are too high, they should represent the comparative prices. If specials are advertised but no longer on the shelves, they should make that known to the manager and obtain a rain check. It takes brains and guts to be a good consumer in the supermarket.

LEARNING ACTIVITY 30: WHAT'S THE PROBLEM?

Objective: Students will review the findings of the information-gathering phase of the unit, "Super-Consumer" with a view to develop viable alternatives to the supermarket and to examine the other options which they can use, options like complaining, boycotting the supermarket or enlisting the support of the stockholders of a given company.

Process:

- Using the forms which follow, the teacher will gather information on problems inherent in supermarket shopping.
- The teacher will ask each student who volunteers a problem of evidence that such a problem really exists.

WORK SHEET

WHAT'S THE PROBLEM?

CONSUMER IN THE SUPERMARKET

Five Key Problems:

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

Evidence:

#1.

#2.

#3.

LEARNING ACTIVITY 31: SOLUTIONS TO THE SUPERMARKET PROBLEM

Objective: Given a list of problems connected with supermarket shopping, students will evaluate solutions from other neighborhoods and will think of possible solutions.

Materials: Case studies - Central Davenport Food Buying Club
The East End Food Co-op

Process:

- The teacher should read the enclosed sheet, giving an overview, for his/her own enrichment.
- The teacher passes out copies of the two case studies and the accompanying activities.
- When students have read both case studies and have answered the questions, the class will discuss what solutions to supermarket problems might exist on the local level. They will then write newspaper articles on: Solutions to Supermarkets.

OVERVIEW FOR TEACHER

The case studies in this section may be the direction for upper-income students to think creatively about ways to help those of America who are especially hard hit, the poor. For students from low-income families, they may provide a way to think about alternatives. Low-income residents spend more than one-third of their income on food, and many still don't have enough to eat. In the inner city, residents are forced to shop at corner groceries with high prices and limited selections after the chain supermarkets move out.

This is a fact of life to keep in mind when teaching intermediate school students in urban environments. When choosing alternatives, the value to the community of the supermarket must be kept in mind.

The case studies enable students to examine three cooperative concepts: a food buying club whose members pre-order and purchase food from wholesalers; a storefront cooperative that grew out of a small buying club; and a full-scale co-op supermarket that tripled in size from its early storefront days, and one case on farmer's markets.

Consumers make decisions about allocating their resources based on their wants and needs. They do this in a social environment, a neighborhood, a family and with a certain number of options open to them. When it comes to buying food, most consumers especially those who are poor, have relatively few choices. Lack of transportation frequently prevents urban consumers from traveling to the supermarket with the lowest prices and highest quality. Faced with the spiraling cost of food, consumers in some neighborhoods have created alternatives for themselves.

CASE STUDIES

THE CENTRAL DAVENPORT FOOD BUYING CLUB*

In Central Iowa, a group of people have joined together to form the Central Davenport Food Buying Club. They meet each week and agree on the food they will order and they assign tasks to each member. The members obtain the food directly from the wholesaler, so that the "middle man" or store owner is eliminated.

By doing this, they save a great deal of money. 60 families belonging to the Davenport Food Club save as much as 30 percent on such items as fresh fruits and vegetables, meats, grains and beans.

"I would say we save 18 to 19 percent by being in the club," says Mary Thompson, whose four-member family was an early member of the Central Davenport Food Club. "We save up to 60 cents a pound on cheese, depending on the type, and on our low-income, I use a lot of cheese-in-casserole-type cooking.

---

*From People Power

How It All Began

A group of people started the Central Davenport Food Buying Club in 1978, with the help form the Central and Western Neighborhood Development Corporation, a non-profit center dedicated to helping Davenport community groups. They knew they were going to need members, wholesalers, and equipment. The center gave the new project some needed equipment: food scales, a deep freeze and an adding maching. The center also served as the place where all the members would meet.

The center's staff contacted a number of other food buying clubs for helpful do's and don'ts of food club organizing. They also started contacting neighbors, people in the community, and telling them how much money they could save on food purchases by joining the club. After arousing resident interest, a meeting was called and duties were assigned. One of them was to contact willing wholesalers.

Within three months, the first food ordering meeting was held and $30,000 had been spent on food. The club now spends about $70,000 a year on food, and members pay a yearly fee of $5.00 ($2.00 for elderly and low-income members.)

Membership Help Spells Success

Probably the most crucial key to success for a food club is the volunteer help of the members. Like most food clubs, the Central Davenport members share in the labor, including writing nutrition articles for the center's newsletter, publicizing the food club, bookkeeping, making the monthly orders to wholesalers and separating order for member pick-up.

"On food club day (every third Thursday), I'm over there from about nine in the morning to six at night," says Mary Thompson. "I do everything from calling suppliers to get prices to weighing product and sacking the food. Being a member of the club is worth it. "I've made so many new friends."

But Sue Wallinger, the organizer of the project, says that all members are not as conscientious as Mary Thompson. Many need to be reminded frequently that their labor is needed to keep the club going.

"We have a hard time getting volunteers to work," she says. "Most folks just want to order their food, pay for it, and pick it up. Many don't want to, or don't have time to, help out with labor." Wallinger suggests that a successful food club needs at least three strong leaders to supervise ordering, bookkeeping, and coordinating activities.

THE EAST END FOOD CO-OP

The East End Food Co-op operates in a low-income neighborhood of Pittsburgh, Pennsylvania, where members of many ethnic groups live. The group depends heavily on the volunteer work of its members.

Storefront co-ops frequently evolve out of food buying clubs, as the next logical step when distribution of food from a cramped garage or an apartment house basement makes life difficult for members. They sometimes decide to rent space and form storefront co-ops. This presence in a neighborhood can also prod nearby food chains to lower their prices.

As with many other storefront food co-ops, East End grew out of a food buying club. In 1972, three neighbors on the East End of Pittsburgh decided they could save money by ordering in bulk. "We just refused to pay those supermarket prices, so we decided to start a food club," says one neighbor.

The word spread, other residents became interested and by 1975 five clubs with over 30 members had surfaced. Those clubs decided to group together and find store space. For this, they needed money. They were able to obtain, in cooperation Ministries (EECM) , a coalition of 30 church groups, a grant for $20,000 from the Campaign for Human Development, to start a federation of food clubs in Western Pennsylvania and to lease space and pay for equipment for the East End Co-op.

Today, the Co-op purchases $50,000 per week worth of food and offers workshops for neighborhood groups interested in starting new food co-ops. The address is:

Alliance for Cooperative Education
5472 Penn Avenue
Pittsburgh, Pennsylvania 15206
(412) 521-2099

Questions for Discussion - Case Studies

1. What tasks do the members of the Food Buying Club perform? List as many of them as you can.________________

____

____

____

2. How much money do the members save on food by belonging to the club?____

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____

____

3. What are some of the necessary items which are needed by such a club?____

____

____

4. What problems does the article raise with regard to the volunteer help given by members of the club?________________

____

____

Project: **Letter-writing or Visiting a Food Buying Club**

A great deal can be learned about food buying clubs by talking to or writing people who have formed a club. Students might engage in the enrichment project of writing, telephoning or visiting one of these food buying clubs.

Central Davenport Food Buying Club
c/o Sue Wallinger
1318 Brown
Davenport, Iowa
(319) 322-2386

Broadway Local Food Co-oP
95 West 95th Street
New York, New York 10025
(212) 864-8165

Humphreys County Buying Club
Humphreys County Union for Progress
513 Hayden Street
Belzoni, Mississippi 39038
(601) 247-1170

Riverdale Neighborhood House
5521 Mosholu Avenue
Bronx, New York 10471
(212) KI 9-8100

APPENDIX A

BEING ME IN HARLEM

COMPOSITIONS

BEING ME IN HARLEM

Compositions by the students at

Intermediate School 201

Arthur A. Schomburg School

Harlem is one of the finest ghettos - a place I have come to honor and love because of its outstanding privileges, such as taking subways and buses. When we think of Harlem, we seem to think that it is a place where people are bums, dope addicts, winos, etc.

But by living in Harlem, I found out that it's not really the way some people think of it. My feeling about Harlem is that it can be a very nice place to live if you want it to be. When I think of schools in Harlem, I think of a place where you can learn and be somebody. There are some things I don't like about the schools and their environments... such as the way kids react to their teachers and how they carry themselves. I don't like the language the kids use and what they do.

In Harlem, there are many activities and very enjoyable places that you can go, such as Central Park and also on the West side of Harlem you can go fishing.

To me Harlem is like any place else and that's why I like being in Harlem.

Emerson Bovall - 7-2

Being yourself in"Harlem" is a little difficult because there are so many people of different races and beliefs. You can easily be influenced or turned in different directions. Speaking for myself I try to obey my parents and all other older people who try to encourage me or discipline me when I'm right or wrong.

Harlem is a place where you can learn and enjoy yourself. To many, Harlem means trouble or slums. I live decently; we go to school to learn and try to obey the rules.

Being in"Harlem" isn't any different then being in any other city, you just have to live according to your means.

Thomas Clemmons - 7-2

When I was brought up, there were a lot of drugstores and supermarkets and grocery stores around here. Now you have to go downtown and that will cost even more because you have to pay the fare going and coming back. You go with $20 and buy a pair of jeans that cost $18. What will you have left? $2. And then you have to pay your fare that cost 50¢. Now you only have $1.50 and you have to save that because of inflation that's going on now. Do you know next month the telephone will cost 20¢ for a minute?

John Rizzi - 7-2

Harlem isn't a bad place to be; it's just the people in it. We have many people that try to help this society. This generation is very wild. I'm not saying that I am a goody-goody because I have my ways too. Many young people are messing up their lives, by using drugs, smoking dust, and not going to school. They say that I.S. 201 is a bad school, but it isn't; it's just the kids. I know and I just came there. As long as I live, I will never get on drugs because I have a long future in front of me.

Louise Simmons -8

When I first came to Harlem, I was nothing but a tiny little baby.

My mother and I had a lot of exciting things happen to us. When I was in the hospital and the nurse went to give the mothers their babies, the nurse didn't look at the name tags. When my mother was brought one of the babies she said, "This is not my child." The nurse came and looked at the baby and asked my mother was she sure. My mother said, "I'm sure! " The only reason my mother knew that the other baby wasn't her child was because before they cleaned me up and put me in the nursery, my mother saw me, so she knew how her child looked.

I was my uncle's first and most adorable niece. When I was one year old, everybody in the family tried to get me to walk, but I just would not walk. A couple of months after I turned one I began to walk. At the age of two I began to walk up the stairs. There was one time that when I was walking up the stairs I tripped. I would have fallen on my face if it wasn't for my uncle who caught me just in time.

Valinda Boothe 8-1

Being Me In Harlem

- means looking out my window watching different kinds of people walking down 125th Street.

- means going to the Harlem Library and seeing my friend Ruth.

- means going to Mount Morris Park and watching spring come.

- means in the summertime going to the pool and swimming.

- means going to the playground and swinging until you feel like you're flying.

- means talking with the Africans, Puerto Ricans, Europeans, and the Harlemites.

- means knowing all the words to the newest rapping record.

- means going to the Studio Museum on a Sunday afternoon.

That's why I love being in Harlem.

Cira Kelly - 7-1

My being in Harlem is an honor for me because it's my home and place of respectability. It's my home and my brother's home and the home of my friends and sisters.

I love Harlem for what it is and it could be better if we all work together and make it better. But I know, and as we all know, people won't work together. And until then, Harlem will never be together unless the crime stops. We have to make Harlem a better place, before we can make the world a better place. Let's help the children, help the old and the helpless and learn how to be creative.

Harlem means a lot to me because it is classy and terrific. Harlem is my birthplace and I am proud of that. Later in my life, I'll make Harlem a better place; even if I have to do it by myself.

I love Harlem and all the people in it. In fact, I love everyone. One day I hope I can look back at all the glorious things and the bad things that happened here. I'll remember how we sometimes suffered and how much I loved Harlem.

Rodney Brown 8-1

I love Harlem because I grew up here. I love the schools in Harlem because you can learn a lot. It seems like I know Harlem like the back of my hand, I've been here so long. I have been to schools uptown but I didn't like any of them as I do Harlem. If I were asked why do I love Harlem so much, I would say because I'm free to be me.

You can make so many friends if you are kind enough. You can go to a lot of fun places in Harlem like the Apollo, Cosmo, anywhere to have a good time. In a way Harlem is its own world. I say that because no other place could be or ever be like Harlem. Yes, I can be me in Harlem. See, I am poor but it doesn't bother me because I am just like anyone else in Harlem. That's how it is. I love Harlem. Like the song says, "I'm free to be what I want to be."

Deborah Vega 7-1

Being Me in Harlem Is:

- Getting dressed and going out in the street, knowing you look good, and all the fly guys letting you know it.
- Having a good friend who'll have your back when you have a fight.
- Having a guy you're crazy about.
- Getting your hair braided and beaded.
- Going swimming at the pool in Mount Morris Park.
- Taking your little brother or sister to the playground.
- Going up on the roof in the summertime.
- Dancing in the park.
- Shopping on 125th Street.
- Going to La Marqueta on 116th St.
- Walking on Third Avenue.
- Buying something from the street peddler.

Cont'd

(3

Being Me In Harlem Is: Cont'd

- Wearing many silver bracelets.
- Seeing your friend in the Laundromat.
- Visiting your older sister.
- Going downtown on the subway.
- Seeing the fire engines go by.
- Watching the reefer store get busted.
- Throwing snowballs.
- Running from the boys who are trying to dump you in the snow.
- Getting accepted to the high school you really wanted to go to.

Being me in Harlem is all of these things, and having a sense of pride about who you are and where you live.

Jessica Kelley 8-1

If you can enjoy your life in Harlem and make the most of what you have, then and only then is life worth living in Harlem.

Life isn't as complicated in Harlem as people like to think. Harlem isn't like the "Class System" of long ago when people were born and died without having the chance to better themselves. We now have the privilege of trying to make the world a better place for our families and ourselves to live in. The people in Harlem are a wonderful kind of people. They lend some help to the people who need help. Some kind people help their friends and families and others. They send their children to school and enjoy their recreation hours together. Yes, Harlem is truly a great place to live. Here we can really make our lives enjoyable and worth living.

Vanessa Parks 8-2

Being me in Harlem. I see that there are lots of good things going on and also bad.

The good things I see in Harlem are the distinguished-looking buildings on 125 Street. The building I like most on 125 Street is the State Building. To me Harlem has nice stores to shop in, and nice restaurants to eat in. The one I like best is McDonalds.

The things I don't like about Harlem are all the paper and other filth in the streets. The most important thing I hate is the drug dealing that's going on out in the street. To me Harlem would be a lot better place if the police could get all the drug pushers, and prostitutes off the street.

I believe Harlem will be a better place to live if everyone stops throwing so much litter on the ground and puts it where it belongs. Then we will have a better Harlem. That's what being in Harlem means to me.

Curtis Barrett 8-2

My life in Harlem is very interesting. When I moved to Harlem I was five years old. The place didn't seem too strange but the people were. I was very scared.

My mother and I moved into a private house in an apartment which my mother calls a kitchenette. She showed me different places in which she had been before. I was very sad leaving the Bronx, but I soon grew out of that sorrow.

Now I am very used to Harlem and I know much about it. I now know more about Harlem than I do the Bronx. I love Harlem. Although it is not exactly the best, it is darn sure near the best.

Years ago Harlem was like a Paradise until the neighborhoods started diminishing, but one day people will be very happy to come back to Harlem, and I know that. Watch! You'll see.

Cheryl A. Taylor 7-3

Being Me in Harlem is like being a star in Hollywood. I would like to be Harlem's famous model because I think Harlem is terrific. I'm so glad I was born in Harlem. If I could have to move out of Harlem, I would be sad, because I like Harlem better than anything.

Harlem has important places: Harlem Hospital, Harlem State Building. I wish people would help clean up Harlem. I think Harlem has beautiful schools, libraries, grocery stores and dancing schools.

I like to go to the Apollo to see James Brown, Redd Foxx, Nipsey Russell, and many others. I like Harlem better than some places I go. Even though Harlem is small, Harlem is still the Best. I go to I.S. 201 and I think it's a very interesting school.

Being me in Harlem is playing football. I'm a running back on the Delano Vikings. I have been playing football for five years straight. I also like to play baseball sometimes. I strike out, but when I connect I never hit lower than a double. I also like to play basketball. It isn't my best sport and I usually lose.

Being me in Harlem is swimming in the summer. During the summer I go swimming every day. Sometimes I make friends and meet them the next day. During the winter, I go ice skating. Around spring time I like to ride my bike, play around and ride my skate board.

Being me in Harlem is doing everything to my best intentions. I try to work hard and do things right. I'm one of the few people to have a choice of going to either of the specialized High Schools. My choice is Brooklyn Tech because it's the best school for my abilities. I've worked hard to make it, and I'm going to work even harder to stay.

When I say Being Me in Harlem, I mean Being Me in Harlem, because nobody can be me, but me.

Donald Wiggins 8-1

Being Me in Harlem isn't easy. Being Me anywhere isn't easy; however, it is easier to run astray in Harlem. There are so many opportunities to lead you to the wrong kind of life.

Being Me in Harlem is very hard because there is always someone around trying to destroy you physically or emotionally. People and circumstances can bring you down.

(Cont'd)

There are some who are down and out and can't help themselves. They want you to be just like them. What you have to do is understand the world around you as much as you can. By trying not to make the mistake of listening to someone who is standing on a corner, trying to bribe you for what they want. If you were to make that mistake and give them what they want, that one little mistake could ruin you for the rest of your life. It can make you very unhappy and things may never be the same for you again.

If you can live and survive in Harlem, you can become a citizen of the world and live successfully anywhere. So that's just being me in Harlem.

Shirley Jackson 8-1

In Harlem I always have a lot of fun and play around. I don't smoke cigarettes and other things as some kids in Harlem do. I get good grades in school and I don't have to be yelled at in class all the time.

I go outside to play every day if it isn't cold, raining, or snowing. I get to bed at about 12 o'clock. I do all my homework at home and get it right. I spend the night with my next door neighbor sometimes. I go to the church in my community. I love Harlem.

I'm 13 now and I wouldn't want to live anywhere else besides Harlem. I love Harlem and thank you for reading my composition.

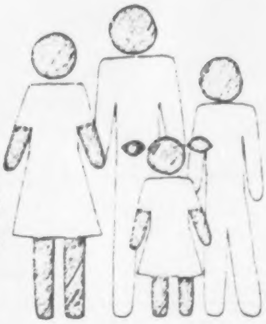
Timothy Barett 7-1

APPENDIX B

Issue of Urban Marketbasket

A NEWSLETTER FOR PEOPLE IN
THE CENTRAL HARLEM COMMUNITY

urban marketbasket



Vol. No. 1

April 15, 1980

WHAT IS URBAN MARKETBASKET?

Urban Marketbasket is a newsletter which will come out once a week to deal with issues of being a consumer in the Central Harlem community. The students at the Arthur A. Schomburg School, Intermediate School 201 and some of the teachers and some community people will take major responsibility for the newsletter. They will be provided technical assistance and printing by the New Careers Training Laboratory, a part of the Center for Advanced Study in Education at the Graduate School and University Center, City University of New York, 33 West 42nd Street.

This issue of Urban Marketbasket deals with two consumer issues: shopping for food and being a movie consumer. Students in two or three classes wrote articles for this issue. Articles for future issues can be given to Ms. Bynum or mailed to Sue Wilcox or Ethel Mingo at New Careers Training Laboratory, City University, 33 West 42nd Street, New York, New York 10036. Our telephone numbers are (212) 921-8328 or (212) 840-1259.

Urban Marketbasket Staff
Emerson R. Bovell, Sadie Bynum, Thomas Clemmons, Lynette Gittens, Mannie Kostakis, Marilyn Lugo, Ethel Mingo, Samuel Ogarro, Cheffie Rice, Edward Rosario, Suzanne Wilcox.

FROM BAD TO WORSE

Is inflation cutting into your spending power? Guess how much the same items you are paying your good money for now will cost in 1985? Well, a recent story in the Daily News has these predictions about prices in 1985.

Pizza - $1.70 per slice
Tokens - $1.15 each
Postage Stamps - 35 cents
Movies - $11.50
Big Mac - $1.95
Gas - $2.98 per gallon
Cigarettes - $1.95 a pack
Haircut - $14.00 (men's).
College - $7,800. one year
Color T.V. - $843.00
Seiko Watch - $229.00
Baseball Ticket - $31.00
Necktie - $33.00
Beer - %5.50 (six pack)
New Car - $20,400.
New Suit - $540.00

Thomas Clemmons

Our next issue will focus on: Getting Ripped Off and How to Avoid it.

PRODUCED BY THE STUDENTS AT I.S. 201 UNDER A GRANT TO NEW CAREERS TRAINING LABORATORY

SUPERMARKET SURVEY

In order to compare the price of some foods we often buy, a group of students went to four supermarkets to shop. Here is what we found out:

	E & B	FINAST	KEY FOODS	ASSOCIATED
MILK - 1 Qt. house brand	.55	.54	.54	.55
COFFEE-1 lb. house brand	2.69	2.89	2.89	3.09
SUGAR-5 lbs house brand	1.95	1.19	1.95	1.85
FLOUR-5 lbs. house brand	1.09	2.05	1.09	1.09
	5.28	6.67	6.47	6.58

It looks like E&B is the best for low prices overall.*

The supermarkets were located at:

E&B - 120th Street near 3rd Avenue
Finast - 5th Avenue near 134 Street
Key Food - 132nd Street and Fifth Avenue
Associated - 121st Street

*However, you can get a good buy on sugar at Finast. Coffee is cheapest at E&B.

Marilyn Lupo

COMPARING PRICES

Comparing prices makes no sense in stores because prices are the same in both. So you should not go to all that trouble. A loaf of bread is 89¢ and the house brand is 69¢. Buy the house brand.

I went to the store to buy some butter and milk. So I went to Key Food on the corner of Lexington and West 126th Street. In that store a stick of butter costs 45¢. That is too much money for a stick of butter, so I decided to buy a pound, but my eyes popped when I saw the price. I went to the next store. There butter was 30¢ a stick. Still very expensive! I say INFLATION is the only way to explain all this.

Cheffie Rice

Comparing prices is going to different stores, checking on which prices are cheaper than other stores and which has better quality. If a store has Fab in a big size for 3.96 and a small size for 2.90, then you have to look at the unit price to find out which would be cheaper per pound.

Lynette Gittens

UNIT PRICES

Unit Prices help you get the best buy in a supermarket. Look on the shelp near the box or can of goods you are buying. The unit price helps you compare prices by telling you the cost of an item per pound or per ounce. By checking the unit price, you can see which brand is cheapest. Does your store have unit prices?

Once I went to Alexander's and I saw this jacket and sweat suit and sneakers. My mother bought them. One day I was walking by a store and they had the same things I bought in Alexander's for $45.98. I paid $75.98. I ran home and told my mother and she got mad, but she told me to always try to compare prices before I buy anything.

Samuel Ogarro

GETTING RIPPED OFF

Many of us in Harlem are to souped up about how much we pay for things. We think that it looks good to just plunk down our money as if we do not care about how much things cost. Because of this attitude, the guy in the store laughs at us after we leave because too often he has just beaten us out of some money. Much of the Harlem community, students and parents, get cheated out of things or dollars each day because we do not want to seem like we really worry about our money, or because we do not know how to shop.

The staff of the Urban Marketbasket, which is made up of students, teachers and representatives of CUNY's Graduate Center Consumer Education Project hope to awaken the energy, talent, concern and (awareness?) that seem to lie dormant in many of the people in our community. Our aim is to help people save money by showing them that by becoming a little more involved in the activities which decide prices, we not only pay less for the things we buy, but we can also feel a sense of pride in ourselves for not letting the man take advantage of us.

The Urban Marketbasket Newsletter will be constantly on the lookout for articles telling about experiences readers have had while buying things, that is, while being consumers. If you want to share your experiences with us, write it down and send it to Mr. Rosario, Mr. Duckett, Mr. Pahuja, Mr. Kostikas or Mrs. Wilcox. Many people want to hear what you have to say.

Edward Rosario

ARE WE REALLY BEING RIPPED OFF?

As a member of the Harlem community I don't feel that I am being ripped off by the local grocer. I sometimes get frustrated and angry at the prices ant take it out on the grocer but it is not his fault.

The local grocer shops at the same markets that the supermarkets shop. The supermarkets buy in bulk and have the space and refrigeration equipment to keep produce and goods a very long time. When you buy in bulk you can purchase twice as much for the same money as buying small. The local grocer can only purchase small. He has to pass this cost on to his customers, after all he is not in the business to break even or lose money -- he is in the business to make money -- to make a living.

There are several known supermarkets located in the Harlem community. Some of them purchase only what they think we need and want. A lot of the "fresh" produce is stale when they purchase it (for less money) and they try to sell it to us at a higher price. The only way we can get fresh foods at a decent price is to shop in supermarkets located in white populated areas. To do this, you must have transportation. It doesn't make sense to take your car or a taxi to these supermarkets, because the money you have saved by shopping there is going to be used in gas or cab fare.

The only thing I see that would make sense is that we start several co-op shopping groups. You have to have people willing to be involved in this kind of operation. The group would need a small van or truck to go to the markets. They would need people who are home during the day who can go to the markets early in order to get choice food selections. They have to be willing to divide the food stuffs and package them for their customers to pick up. They would also need to have people who can compute the costs for each person. There are families in Harlem that would be happy to be able to get this kind of service. I am sure a group like this would work very well.

Ethel Mingo

ANSWERS to "How Sharp Are Your Consumer Skills?

1. Which group of people would be most hurt financially by inflation?

Persons on fixed incomes

2. It is legal for you to keep without obligation unordered merchandise that you receive in the mail.

True

3. Better Business Bureaus are agencies of the federal government.

False

4. The retailer pays a charge to the bank on each sale in which a credit card is used.

True

5. It is legal for a store to charge less than a manufacturer's suggested retail price

True

6. If you buy a produce without a warranty, there is nothing you can do if the product is faulty.

False

7. A renter can deduct the amount spent on rent from his/her federal income tax.

False

8. Companies that advertise more always produce better products.

False

9. If a car is repossessed and then sold for less money than you still owe the lender, you are personally liable for the difference.

True

10. If you said you would "definitely complain" you did the best thing listed. Even better, make others aware you were "ripped off" or try to get the doctor or blue jean store to change their ways of doing things.

In our next issue, Urban Marketbasket will introduce two columns: Consumer Tips and Consumer Questions. Send your tips and/or questions to Ethel Mingo, Room 1222, New Careers Training Laboratory, 33 West 42nd Street, New York, New York, 10036

BELONGING TO A FOOD CO-OP

When I lived on Riverside Drive near Tiemann Place, I belonged to a food co-operative that saved me and my husband a lot of money. What it required of us was commitment and time. As I remember it, here's how it worked.

At the beginning, each family or living group put in $10.00 to belong to the co-op and to cover the first week's shopping. We had a start-up meeting at which the work of the co-op members was explained. A group was needed to drive to the Hunt's Point Market in the Bronx early Wednesday morning or each week. A station wagon, van or truck was required, a driver, and three or four "shoppers." Another group was needed to arrange the food in one of the large rooms in our apartment building-to set prices for each item, to make out a shopping list, and actually collect the money.

The process went something like this. Early on Wednesday morning (about

4 A.M.), the shoppers drove to Hunt's Point, purchased fresh fruits and vegetables and other grocery items by the carton. Usually, they bought such items as: celery, lettuce, tomatoes, green beans, spinach, carrots, apples, melons, oranges. They returned to our apartment building with the food and left it in a large downstairs storage room. Then, after supper that night, a group of "sellers" went to the room, arranged the food and got ready to sell.

The co-op members came to get their food on Wednesday evening at 8:00 P.M. We were responsible to bring bags or shopping carts and money. A few people brought scales to weigh some items. We lined up in the hall, chatted with the people on the line, and eventually got our food, weighing it and paying the sellers.

Leftovers were sold by the seller crew members in the lobby of the building to both members and non-members on the day following the regular sale. Prices were somewhat reduced.

As we got more organized, the process got a little more sophisticated. Order forms were passed out so that you could specify ahead of time how much of which items you were going to buy. Seasonal items were bought: cider, cranberries, pumpkins, wreaths, lilies, honey.

Sue Wilcox

BEING A MOVIE CONSUMER

What kinds of movies do you like? Mystery? Comedy? Space? The kind you like may often depend on what kind of person you are and perhaps how old you are. And how old you are and what kind of person you are may have a lot to do with what theatre you go to, how you behave in a movie and how much you pay to go to the show.

Regardless of what movies you like to see, you probably like to enjoy the movie without others yelling and screaming and throwing things, especially if you paid your money for a movie you really want to see. Sometimes it's okay to scream and yell. Other times it is not okay to scream and yell. If a movie has a lot of action and is very exciting like "Rocky" or "Rocky II", then yelling and screaming is understandable. But sometimes, some people forget to respect the rights of others. They yell and scream and throw things when it has nothing to do with the movie. How do you feel when this happens? Do you feel your money was well spent?

Once you enter a movie theatre you may want to check out how clean it is, what conditions the seats are in, where the bathrooms are and whether or not they are safe for you and your friends and family to use.

If you are the kind of person who likes to eat while at the movies, you will have to decide how much money to spend. Prices for admission, candy, popcorn and franks are different at different movies. Of course, some people never worry about any of these things. Do you? If you do, you may save enough money to see another movie for free.

CONSUMING MOVIES

Being a sharp movie consumer involves keeping a number of things in mind when you go to the movies: price, condition of the theatre, price and quality of the snacks sold, the behavior of the audience.

An enjoyable experience at the movies seems to involve going for the right reason and seeing a high quality movie, too. The following movies experiences might help you make decisions about your future plans to be a consumer of the movies. Remembering bad experiences at the movies is just as valuable in learning to be a good consumer as remembering good experiences. The articles on going to the movies which follow may assist you in the future.

+ + +

My friends and I went to see "West Side Story". When we got there, it cost five dollars and the popcorn was $1.50. The audience was very noisy. The movies had holes all over and the bathroom was very smelly.

Garry Donadell

My sister and I went to the movies on March 22. We went in the morning to see "The Fog". The reason I went to see "The Fog" is I wanted to go out to have a good time and I had a very good time, but the movies was located on 42nd Street and Times Square.

R.W. Derrick

The last movie I saw was "The Fifth Floor". I went because I had nothing to do. I went on March 21 at 7:35 P.M. The movie was located on 225th Street. The price was very reasonable, $4.00. The audience was superb. The condition of the theatre was excellent. The bathroom was very clean and sanitary. The walls were painted well, no chips or cracks.

J. Pratt

The last time I went to the movies was two weeks ago. My boyfriend and I went to see "The Fish That Saved Pittsburgh." We went because he asked me to go and I wanted to go to the movies so I said yes. We went at 8:00 P.M. It was located at 125 Street. When we got there it was crowded. The price was $3.50. The audience was O.K. and the theatre was pretty clean.

Sharon Damon

My cousin and I decided to go to see a movie. It didn't cost a lot so we caught a train and went down to 42nd Street to see "Foxes". We reached the movie house when the movie started. The movie was so good. The audience was screaming, laughing, and yelling. My cousin and I looked for a seat to sit down but some of the chairs were broken down and there were a lot of holes in the chairs.

Sonia Simon

It started when my mother and I went to the movies. We saw two men making so much noise that we could not hear the picture. The picture was good. The name of it was "Jaws Two". It was about a great white shark eating humans.

Jerome Tyler

My mother and I went to the movies. We went to see "Star Wars". We went because we didn't have anything to do. We went on February 4th, at 1:30 P.M. We went to 59th Street. The price of the movie was alright. The audience was great, and the condition of the theatre was clean. It was not smelling like the bums lived there. The seats could lean back. The walls weren't all marked up from people writing on them. The movie was great and I would go again.

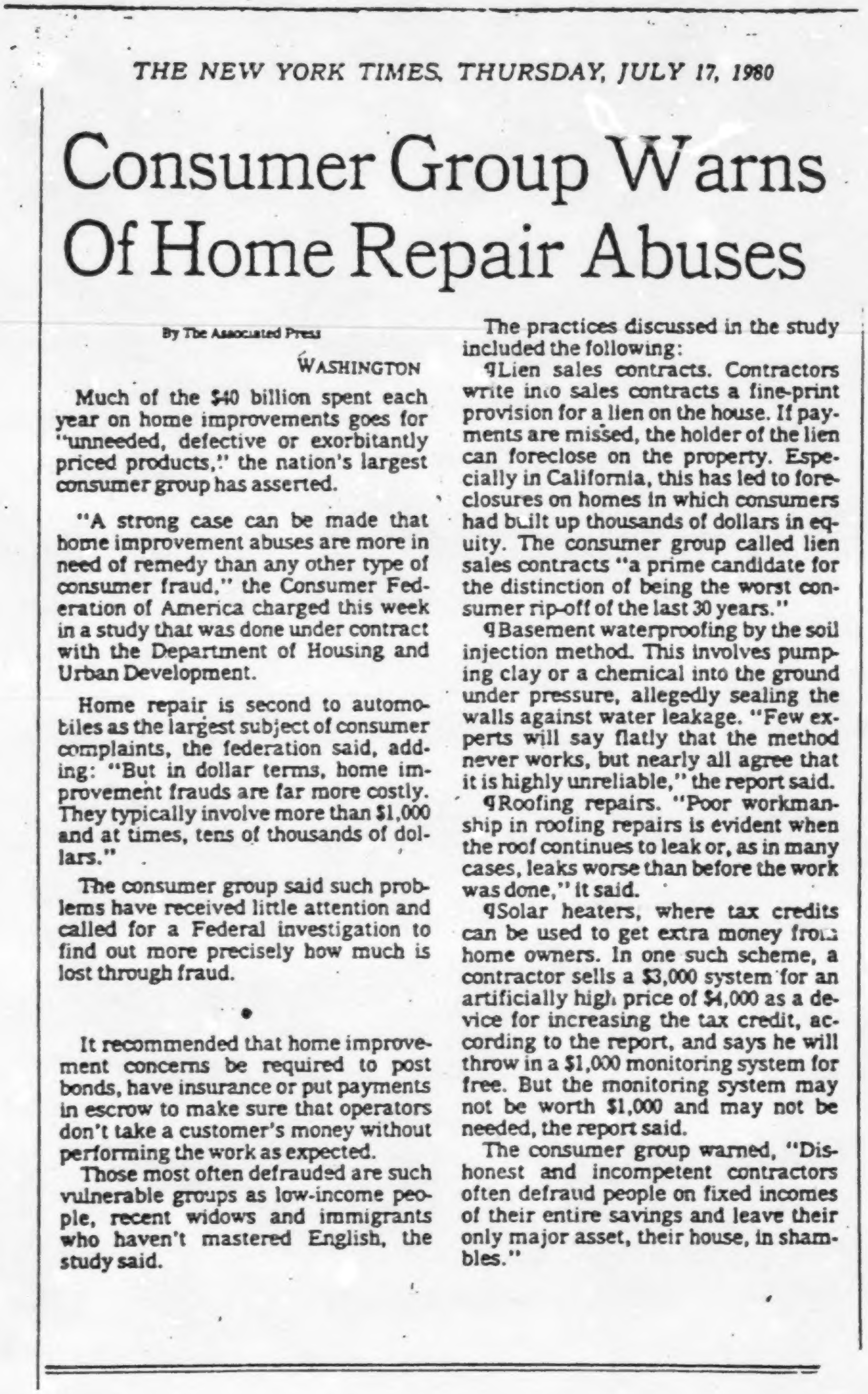
Thomas Clark

I went to the movies by myself. The last time I went to the movies I saw "Haloween". I went to see it because I heard it was a scary movie. I went on a Saturday around 12 o'clock in the afternoon. The movie was on Flatbush Avenue in Brooklyn. The name of the theatre was the RKO Kenmore. The movie cost $4.00. The movie was crowded and the condition of the movie theatre was very good. The bathroom walls were written on and some of the seats were missing.

Rodney Johnson

APPENDIX C

CONSUMER-ORIENTED ARTICLES



THE NEW YORK TIMES, THURSDAY, JULY 17, 1980

Consumer Group Warns Of Home Repair Abuses

By The Associated Press

WASHINGTON

Much of the $40 billion spent each year on home improvements goes for "unneeded, defective or exorbitantly priced products," the nation's largest consumer group has asserted.

"A strong case can be made that home improvement abuses are more in need of remedy than any other type of consumer fraud," the Consumer Federation of America charged this week in a study that was done under contract with the Department of Housing and Urban Development.

Home repair is second to automobiles as the largest subject of consumer complaints, the federation said, adding: "But in dollar terms, home improvement frauds are far more costly. They typically involve more than $1,000 and at times, tens of thousands of dollars."

The consumer group said such problems have received little attention and called for a Federal investigation to find out more precisely how much is lost through fraud.

•

It recommended that home improvement concerns be required to post bonds, have insurance or put payments in escrow to make sure that operators don't take a customer's money without performing the work as expected.

Those most often defrauded are such vulnerable groups as low-income people, recent widows and immigrants who haven't mastered English, the study said.

The practices discussed in the study included the following:

¶Lien sales contracts. Contractors write into sales contracts a fine-print provision for a lien on the house. If payments are missed, the holder of the lien can foreclose on the property. Especially in California, this has led to foreclosures on homes in which consumers had built up thousands of dollars in equity. The consumer group called lien sales contracts "a prime candidate for the distinction of being the worst consumer rip-off of the last 30 years."

¶Basement waterproofing by the soil injection method. This involves pumping clay or a chemical into the ground under pressure, allegedly sealing the walls against water leakage. "Few experts will say flatly that the method never works, but nearly all agree that it is highly unreliable," the report said.

¶Roofing repairs. "Poor workmanship in roofing repairs is evident when the roof continues to leak or, as in many cases, leaks worse than before the work was done," it said.

¶Solar heaters, where tax credits can be used to get extra money from home owners. In one such scheme, a contractor sells a $3,000 system for an artificially high price of $4,000 as a device for increasing the tax credit, according to the report, and says he will throw in a $1,000 monitoring system for free. But the monitoring system may not be worth $1,000 and may not be needed, the report said.

The consumer group warned, "Dishonest and incompetent contractors often defraud people on fixed incomes of their entire savings and leave their only major asset, their house, in shambles."

CONCERNED CONSUMERS LEAGUE, INC.

CONSUMER FORUM

May/June 1980

"WHAT'S UP DOC?"

By Jody Gifford

"So you're going to have a baby. Relax, have a pickle." So said a television ad some years ago. If you are pregnant relax and enjoy it, but while you're relaxing think about who is going to help you deliver your baby.

Before you begin the process of choosing an obstetrician, educate yourself about childbirth. Go to the library and check out a couple of general books on the subject. The infant sections of most department stores often have a rack of baby magazines which are free to the taker. The magazines are filled with advertising, but do have regular features that are very informative. As you read you will find yourself leaning toward a method of delivery, whether natural (without drugs) or traditional (with the help of anesthetics). You need to know what you want before you begin interviewing doctors.

Compile a list of doctor's names. You can do this by talking to friends, contacting the Medical Society, or even by taking names from the phone book. Most new parents enjoy talking about the birth of their children, and you can add to your list by starting a conversation on the street with a person who is wheeling a baby carriage.

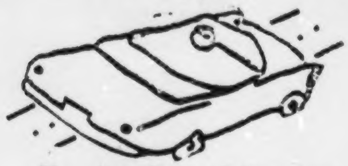
Call each doctor on your list. Do a preliminary interview over the phone. The receptionist will certainly be able to tell you what the doctor charges for a delivery, what hospitals he/she is affiliated with and perhaps even the doctor's basic philosophy. She would certainly know if the doctor does home deliveries, and she might even know if the doctor encourages prepared childbirth. If you can't get the information you need, ask to speak to the doctor. Doctors are busy during office hours, so if you're not a regular patient, you may not make contact immediately. Try to get enough information to eliminate some names from your list.

Set up an appointment with one or two doctors that look the most promising. If your husband plans to participate, take him along. Don't be surprised if the doctor tells you to strip and jump up on his examining table. Doctors are not often formally interviewed by prospective patients. During the interview, find out how the doctor stands on natural childbirth, fetal monitors, pre-delivery enemas, shaving of pubic hair, episiotomies, breast feeding, rooming-in, inducing labor and having your partner in the delivery room. If you don't agree with the doctor, on the issues most important to you, find another doctor.

Do not choose a doctor who says that he'll do "what ever you want." When you go into labor, you may find that you are too busy with contractions to make your desires perfectly clear. Choose a doctor committed to birth the way you want it. Choose a doctor you like, and who answers all your questions freely. Don't be slow to change doctors if you find later that the doctor you've chosen doesn't suit you.

You will remember the experience the rest of your life. So do your best to make it satisfying. Relax, have a pickle and enjoy the joy of it.

It's your car... Take care of it.



By Elizabeth Forster

Are you tired of spending money on your car for repairs and services that you can do yourself? Many of America's consumers are capable of handling general care and upkeep of their cars, that our friendly service stations charge exorbitant prices for. All of the following tips can help you save some of that money which goes into the pocket of the gasoline sattions, instead of staying in your own.

1). To help prevent wasting eighty gallons of gas a year, you can buy, and replace your own air filter, every 12,000 to 30,000 miles. Simply remove the carburator cover, take out the old filter, and place the new one in. Then put the cover back on, and make sure that the nut is tight.

2). If your engine overheats, you can save the cost of an emergency road call by carrying a gallon of water in your trunk. Just take the radiator cap off (consult owner's manual) and let the engine cool down before proceeding. Start the car, and add the water. This should get you to the nearest service station, where the problem can be dealt with professionally.

3). You'll save money if you purchase engine oil by the case and replace it when needed. A funnel or an oil-can opener can be used as a spout.

4). When your windshield-washer reservoir becomes empty, you can fill it yourself by buying a gallon of washer solvent. Mix the solvent with an equal amount of water, and add it to the reservoir. A service station would normally charge almost a dollar for the whole procedure.

5). Another thing you can do for your windshield, is to rub the edges of the wiper blades with a knife or the striking part of a matchbook cover. This will reveal the softer rubber underneath, and improve their performance. Also, the life of your worn-out blades will be prolonged.

6). If it's the middle of winter, or even some other time of the year, you don't want to go out to your car some morning and find that your battery needs a jump. In order to help the life of your battery, clean the yellow or white powder corrosion that accumulates on the battery posts and cable clamps. You can use a wire brush, and cleanse the top surface of the battery with a mixture of three tablespoons of baking soda and one quart of water. DO NOT let this soulution get under the cell caps.

7). Should your battery need a jump. Instead of paying for a service call, have a set of jumper cables in your car. Then find a friend or neighbor who is willing to give you a jump from their car. Refer to your owner's manual on how to use them properly.

8). Watch for the signals of a worn-out battery. Such things as having difficulties starting your car, or the lights looking dimmer than usual, can mean that it's time to buy a new battery. When this happens, shop cautiously for a replacement. Try and purchase a new one before the car doesn't start at all.

9). Be sure to check the tires on a regular basis. If they show wear, you will have the time to shop for replacements before it is too late. Using a penny placed in the tread of the tire and observing how much of Lincoln's head is showing, is one easy way to check on the wear of the tire. If the top of the President's head, or anything above his head, is revealed, it is time to start shopping for some new tires.

10). Whenever you stop at a full-service station, be sure to get out of your car and pay attention to what the attendant is doing. This applies especially if you are out of your home state. Some areas to be aware of are, making certain the gauge on the gas pump reads at zero before the pumping commences. Furthermore, make sure that when the oil is checked, the dipstick is inserted all the way. Some attendants will tell you that your oil is low, place an empty can of oil over the filler, and lead you to believe that a quart of oil has been added.

11). Whenever you need new parts for your car, or something is not working correctly, get several opinions about what could be wrong. If you need a new part, consult several places to find out the type of guarantee accompanying the purchase, and the price of the part. Naturally, choose the best deal that is available to you.

12). To help you save money on gasoline, keep a steady speed when possible. Freeway driving is an excellent place to practice this particular tip. The lack of stop signs and traffic lights can save you approximately $31 a year. Furthermore, whenever you can, drive your car 35 to 40 miles per hour, because your mileage is better at these speeds.

13). The last bit of advice

CONT. ON LAST PAGE.

APPENDIX D

WHAT TO LOOK FOR WHEN CHOOSING A DOCTOR

What to Look For

When Choosing a Doctor*

WHAT TO LOOK FOR

If you don't have a family doctor, or are dissatisfied with the one you have, there are ways of maximizing the chances of finding a competent doctor to meet your needs. Doctors are unevenly distributed in the United States, and many people have no choice of physicians. If you do have a choice, here's how to make a wise selection.

1. Choose a doctor when you are healthy, before you need one. This gives you both the time and the psychological ease to evaluate what you want and whether a particular doctor meets those criteria.

2. Choose a general practitioner or general internist (or pediatrician for small children) as a family doctor. Let that doctor recommend specialists as they are needed. Don't refer yourself to a surgeon or other specialist before selecting a family doctor. Specialists usually are not familiar with your total health picture and are often shortsighted about causes and effects outside their area of expertise.

But you should see a specialist, preferably one who is board-certified, whenever one is needed. They are more likely to have advanced, ongoing training than a general practitioner. In parts of the country where specialists are rare, family doctors often take on the functions of surgeons, gynecologists, and dermatologists. This saves patients travel and other expenses, but often results in second-rate medical care.

3. Compile a list of candidates. Ask for a recommendation from another health care professional whom you trust (such as a dentist or a family doctor from a previous neighborhood). Ask friends and relatives for recommendations, if you think that they have good judgment and would look for the same qualities in a doctor that you want. If neither of these sources exist, call the chief resident of a local hospital (a "teaching" one, if possible) or go to the outpatient department and ask for referrals. Only if you are armed with several choices will you be able to select the best doctor.

4. Check the doctor's credentials. Look into the doctor's educational background and, especially, hospital affiliation(s) before going further (the place where the doctor is affiliated is important, because that's where you'll go if you need hospitalization.)

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*This piece is excerpted from Doctor and Patient: An Ailing Relationship, an artilce by Donald Ross.

If there is more than one hospital in the area, you can compare them by using three criteria. First, the hospital should be accredited (by the Joint Commission on Accrediation of Hospitals). Second, it should be a "teaching" hospital - one with a formal program for training medical students or resident doctors or other medical personnel. Third, a voluntary (non-profit) community or municipal hospital is usually preferably to a proprietary (profit-making) one.

There are directories available, in medical libraries and in many public libraries, which contain information on physicians. They include the reference book which doctors use, the American Medical Directory, put out every few years by the American Medical Association. Also, there are various state directories - your local medical society should be able to tell you if one exists for your area. Sometimes there is also a consumer group's directory, offering more extensive information, particularly about fees.

It is a good idea to select a family physician who has received special training in family medicine or internal medicine and is either "board-certified" (i.e, has passed the qualifiying requirements and the examination given by the specialty board) or "board-eligible" (has taken the training but not the examination).

5. Check on particular factors which are important to you, by telephone, before making an appointment. Here are some to consider:

- Is the office in a convenient location?
- Are the office hours ones you can make?
- Does the doctor or staff speak another language (if someone in your family is more comfortable with one)?
- Does the doctor practice alone or in a group? (Group practice means that if your doctor is away, you can usually be seen by one of his or her colleagues.)
- What is the charge for a routine visit?

6. Recognize your personal feelings about what you want in a doctor. Communication is at the heart of a successful patient-doctor relationship, so it is essential that you feel comfortable with your doctor. Therefore, honor you own prejudices in this area. You may prefer a female or a male doctor or one whose race, religion, or background is similar to yours. The doctor's attitude toward such matters as drinking, birth control, and abortion may be important to you.

7. Visit the doctor. Only after a personal visit will you be able to evaluate whether a physician is the right one foryou. A routine checkup is probably the best situation in which to evaluate a new doctor, although it doesn't show you how he or she reacts to more stressful situations. You need not

view it as a waste of time and money if you go through an appointment and then decide not to go back to that doctor - it's an investment which could save you untold grief later on. Look and listen carefully on your initial visit. Ask yourself these questions:

a. Is the office reasonably neat, clean and well-running? Are appointments scheduled so that patients are given enough time and so that delays are minimal? Emergencies occur, of course, but be wary of a doctor who chronically keeps patients waiting hours or rushes them through.

b. Did the doctor ask for a complete medical history (including information about family) and do a thorough exam? The history should include questions about your eating and drinking habits, exercising, sex life, and employment. These data enable the doctor to treat you as a whole person, rather than dealing in isolation with any symptoms that arise. Did he or she seem relaxed?

c. Did the doctor take notes on what you related and what the physical examination revealed? If not, the information can't be used in later treatment by this doctor or by any subsequent ones.

d. Was the doctor prevention-oriented? Did he or she discuss health care matters in general?

e. Were your questions answered fully by the doctor and were you treated courteously by the staff?

PROBLEMS IN DOCTOR-PATIENT COMMUNICATION

One doctor has estimated that 70 to 75 percent of his diagnoses are based on the history which patients give (with 15 to 20 percent from laboratory findings, and 5 percent on the clinical developments). Therefore it is essential that you observe, remember, and communicate all the details about your health. If you think that you may forget some of the data which you ought to relay, make a list of symptoms and questions and bring it to the doctor's office. Apparent trivialities may be important for diagnostic purposes. And remember, it is self-destructive to color information about symptoms, or drinking, eating, or drug-taking habits, in order to "please" the doctor or spare yourself embarrassment.

Another common, but counterproductive trait is caused by fear of being thought a hypochondriac. This leads people to put off making a call or an appointment and to "forget" to give the doctor all the information.

Just as important as communicating information is discussing your questions and fears. Ask what the doctor has found, what treatment alternatives exist, and what risks are involved. Many doctors do not spontaneously give full explanations. The classic rationale for not explaining diagnoses and choices of treatment is that medical issues are too difficul for laypeople to grasp. That argument has been overstated. Most people are capable of understanding and dealing with an explanation of what is wrong with them, if it is put into understandable English. This requires the doctor to have an interest in communicating with the patient and to take the time and effort to give the appropriate explanation.

If a doctor keeps putting off questions or insisting that you won't understand, change doctors. Your health is too important a matter to be ingnorant about.

Nor can you afford to suspend all critical evaluation once you've chosen a physician. Doctors are as capable of error and weakness as other people. In fact, the AMA itself has estimated that 5 percent of all U.S. physicians are mentally ill, alcoholic, or drug abusers - the true figure may well be much higher.

RESOURCES

Periodicals and Newsletters
Consumer Organizations
Professional and Business Organizations
"Musts" for the Teacher
Articles on Food and Nutrition

RESOURCES FOR THE TEACHER

PERIODICALS AND NEWSLETTERS

American Council on Consumer Interests Newsletter (Order from: American Council on Consumer Interests, 238 Stanley Hall, University of Missouri, Columbia, Missouri 65201, available to members only.)

Business Education Forum (Order from: National Business Education Association, 1201 16th Street N.W., Washington, D.C. 20636, monthly, October-May)

Center for Consumer Education Services. (Order from: New Jersey State Department of Education, Division of Vocational Education, Bureau of Vocational-Technical Program Services, Edison, New Jersey 08817.)

Changing Times Classroom Program. (Order from: Changing Times Education Service, 1729 H Street N.W., Washington, D.C. 20006. 9 per year)

Changing Times. (Order from: Changing Times, Editors Park, Maryland 20782)

Consumer Alert (Order from: Federal Trade Commission, Washington, D.C. 20580, monthly, free)

Consumer Education Forum. (Order from: American Council on Consumer Interests, 238 Stanley Hall, University of Missouri, Columbia, Missouri 65201, available to members only.)

Consumer Educator, (Order from: Consumer Product Information Center, Public Documents Distribution Center, Pueblo, Colorado 81009, quarterly, free)

Consumer Legislative Monthly Report (Order from: Office of Consumer Affairs, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, monthly)

Consumer News. (Order from: Office of Consumer Affairs, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, twice monthly.)

Consumer Newsweek (Order from: Consumer News, Inc. 813 National Press Building, Washington, D.C. 20004.)

Consumer Reports. (Order from: Consumers Union of the United States, Inc., 256 Washington Street, Mt. Vernon, New York 10550, monthly)

Consumers' Research Magazine (formerly Consumer Bulletin). (Order from: Consumers Research, Inc., Washington, New Jersey 07882)

The Exchange. (Order from: New York Stock Exchange, 11 Wall Street, New York, New York 10005. monthly)

Family Economics Review. (Order from: Consumer and Food Economics Research Division, U.S. Department of Agriculture, Federal Center Building, Hyattsville, Maryland 20782. free)

FDA Consumer. (Order from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, monthly except combined July-Aug., Dec.-Jan.)

Financial Facts Newsletter. (Order from: National Consumer Finance Association, 1000 16th Street N.W., Washington, D.C. 20036, monthly, free.)

Illinois Teacher of Home Economics. (Order from: Illinois Teacher, 351 Education Building, University of Illinois, Urbana, Illinois 61801, bi-monghly)

Journal of Consumer Affairs. (Order from: American Council on Consumer interests, 238 Stanley Hall, University of Missouri, Columbia, Missouri 65201, semi-annually, available to members only.)

National Consumers League Bulletin. (Order from: National Consumers League, 1029 Vermont Avenue N.W., Washington, D.C. 20005, bi-monthly, available to members only)

Nutrition News. (Order from: National Dairy Council, 111 N. Canal Street, Chicago, Illinois 60506.)

Of Consuming Interest. (Order from: Federal-State Reports, Bos 654, Court House Section, Arlington, Virginia 22216, twice monthly.)

Penney's Forum. (Order from: J.C. Penney Company, Inc., Educational and Consumer Relations, 1301 Avenue of the Americas, New York, New York 10019, bi-yearly, free)

Teaching Topics. (Order from: Institute of Life Insurance, 277 Park Avenue, New York, New York 10017)

Tips and Topics. (Order from: College of Home Economics, Texas Tech University, Box 4170, Lubbock, Texas 79409, quarterly)

U.S. Consumer News. (Order from: U.S. Consumer News, Inc. 1023 National Press Building, Washington, D.C. 20004)

Wall Street Journal. (Order from: Dow Jones and Company, Inc. 30 Broad Street, New York, New York 10004, daily)

CONSUMER ORGANIZATIONS

1. Center for Study of Responsive Law, Post Office Box 19367, Washington, D.C. 20037. Ralph Nader and his staff do in-depth studies on various consumer related issues, and reports of these investigations are made available through the Center, or directly from publishers. A list of their publications is available upon request.

2. Consumer Federation of America, 1012 14th Street N.W., Washington, D.C. 20005. The Federation seeks to promote the rights of all consumers through group action at the Federal, State, regional and local levels.

3. Consumers' Research, Inc., Washington, New Jersey 07882. Consumers' Research reports the results of laboratory and other tests it conducts on a wide range of products consumers buy and use, evaluates their relative performances, defects advantages, and disadvantages. Publishes monthly Consumer Bulletin, Educational services and materials are available for teachers.

4. Consumers Union of U.S., Inc.,256 Washington Street, Mt. Vernon, New York 10550. Consumers Union carries out performance and use tests of consumer products and provides consumers with test results and product evaluations. It also conducts research on economic and social problems and publishes its findings. Publishes monthly Consumer Reports. The Educational Services Division provides assistance and materials for Consumer Education.

5. Council for Family Financial Education, Inc., Twin Towers, 1110 Fidler Lane, Silver Spring, Maryland 20910. The Council serves as an independent,non-profit, tax exempt educational corporation to assist schools, colleges, and other institutions in the development of Consumer Education and Financial Planning. It also sponsors teacher training programs at numerous colleges across the nation.

6. Invest-in-America Nation Council, Inc. 121 South Broad Street, Philadelphia, Pennsylvania 19107. Invest-in-America is a non-profit educational organization to encourage better understanding of the role of savings, profits, and investment in the free enterprise economy. It publishes materials for students and teachers for use in school and college programs.

7. Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10037. The Joint Council is an independent, non-profit educational organization to encourage, coordinate, service, and improve economic education. It develops programs with schools and colleges, sponsors teacher education programs and publishes materials for these educational purposes.

8. National Consumer's League, Inc., 1029 Vermont Avenue N.W., Washington, D.C. 20005. The League, originally established to aid laborers and migrant workers to obtain fair working conditions, now concerns itself primarily with consumer protective legislation and labor standards.

9. National Self-Help Clearinghouse, University of New York, 33 West 42nd Street, New York, New York 10036. The National Self-Help Clearinghouse service to link persons and organizations engaged self-help activities with one another. It provides training in starting self-help organizations and publishes a monthly newsletter on trends and organizations across the country.

Professional and Business Organizations

Advertising Council
825 3rd Avenue
New York, New York 10222

Air-Conditioning and Refrigeration Institute
1815 N. For Myer Drive
Arlington, Virginia 22209

American Apparel Manufacturers Association
1611 N. Kent Street
Arlington, Virginia 22209

American Association of University Women
Sales Office
2401 Virginia Avenue
Washington, D.C. 20037

American Bankers Association
1120 Connecticut Avenue, N.W.
Washington, D.C. 20036

American Bar Association
1155 E. 60th Street
Chicago, Illinois 50637

American Council on Consumer Interests
236 Stanley Hall
University of Missouri
Columbia, Missouri 65201

American Dairy Association
20 N. Wacker Drive
Chicago, Illinois 60606

American Federation of Labor/Congress of Industrial Organizations
815 16th Street, N.W.
Washington, D.C. 20006

American Gas Association
1515 Wilson Boulevard
Arlington, Virginia 22209

American Home Economics Association
2010 Massachusetts Ave. N.W.
Washington, D.C. 20036

American Institute for Economic Research
Great Barrington, MA 01230

American Marketing Association
230 N. Michigan Avenue
Chicago, Illinois 60601

American Meat Institute
59 E. Van Buren Street
Chicago, Illinois 60605

American Medical Association
P.O. Box 569
Denver, Colorado 80201

American National Cattlemen's Association
P.O. Box 569
Denver, Colorado 80201

American National Standards Institute
1430 Broadway
New York, New York 10018

American Vocational Association
1510 H Street N.W.
Washington, D.C. 20005

Associated Credit Bureau, Inc.
6767 S.W. Freeway
Houston, Texas 77036

Chamber of Commerce of the United States
1615 H Street N.W.
Washington, D.C. 20006

Consumer Federation of America
1012 14th Street N.W.
Washington, D.C. 20005

Consumer Product Safety Commission
1715 K Street N.W.
Washington, D.C. 20207

Consumers' Research, Inc.
Bowerstown Road
Washington, New Jersey 07882

Council for Family Financial Education
Twin Towers
1110 Fidler Lane
Silver Spring, Maryland 20910

Council of Better Business Bureaus
845 3rd Avenue
New York, New York 10022

Credit Union National Association, Inc.
1617 Sherman Avenue
Madison, Wisconsin 53701

Direct Selling Association
1730 M Street N.W.
Washington, D.C. 20036

Dow Jones and Company, Inc.
Educational Service Bureau
22 Cartlandt Street
New York, New York 10007

Edison Electric Institute
90 Park Avenue
New York, New York 10016

Electronics Industries Association
2001 Eye Street N.W.
Washington, D.C. 20006

Ford Motor Company Listens
Ford Motor Company
The American Road
Dearborn, Michigan 48121

Gas Appliance Manufacturers Association
1901 N. Fort Meyer Drive
Arlington, Virginia 22209

Grocery Manufacturers Association
205 E. 42nd Street
New York, New York 10017

Health Insurance Institute
277 Park Avenue
New York, New York 10017

Home Furnishings Council
P.O. Box 262
Flossmoor, Illinois 60422

Institute of Life Insurance
277 Park Avenue
New York, New York 10017

Insurance Information Institute
Doris & Chicago Streets
Joliety, Illinois 60434

Joint Council on Economic Education
1212 Avenue of the Americas
New York, New York 10034

Major Appliance Consumer Action Panel
200 N. Wacker Drive
Chicago, Illinois 60606

Man-Made Fiber Producers Association
1150 16th Street N.W.
Washington, D.C. 20036

Mobile Homes Manufacturing Association
Consumer Education Division
P.O. Box 201
Chantilly, Virginia 22021

Money Management Institute
Household Finance Corporation
Prudential Plaza
Chicago, Illinois 60601

National Association of Food Chains
1725 Eye Street N.W.
Washington, D.C. 20006

National Association of
Manufacturers
N.A.M. Marketing Committee
277 Park Avenue
New York, New York 10017

National Association of
Secondary School Principals
1201 16th Street N.W.
Washington, D.C. 20036

National Canners Association
1133 20th Street N.W.
Washington, D.C. 20036

National Consumer Finance
Association
Educational Services Division
100 16th Street
Washington, D.C. 20036

National Consumer's League,
Inc.
1029 Vermont Avenue, N.W.
Washington, D.C. 20005

National Credit Union Administration
2025 M Street, N.W.
Washington, D.C. 20456

National Dairy Council
111 N. Canal Street
Chicago, Illinois 60606

National Education Association
1201 16th Street N.W.
Washington, D.C. 20006

National Foundation for
Consumer Credit
1819 H Street N.W.
Washington, D.C.

National Safety Council
425 N. Michigan Avenue
Chicago, Illinois 60611

New York Stock Exchange
Manager, School and College
Relations
11 Wall Street
New York, New York 10005

J.C. Penney Company, Inc.
Educational and Consumer
Relations
1301 Avenue of the Americas
New York, New York 10019

The Proctor and Gamble Company
Education Services
301 E. 6th Street
Cincinnati, Ohio 45202

Public Affairs Committee
381 Park Avenue, S.
New York, New York 10016

The Savings and Loan Foundation
1111 E Street N.W.
Washington, D.C. 20024

Sears, Roebuck and Company
Consumer Information Services
Sears Tower
Chicago, Illinois 60684

Sperry & Hutchinson Company
Consumer Relations Department
Sperry & Hutchinson Building
330 Madison Avenue
New York, New York 10017

"MUSTS" for the Teacher

Penny Power There is a new classroom magazine which will serve as a useful resource for teachers who are doing some consumer education. Even if you are centering student activities on starting a community newspaper, you will find Penny Power good for students. Even past issues are extremely useful as starting points for classroom activities. To subscribe: Penny Power, Published by Consumer Reports, Dept. RP10, Orangeburg, New York 10962.

"Consumers"

This 20 3/4 minute, 16 mm, color documentary film shows a spectrum of consumer action techniques. The film is about consumers working individually and collectively against abusive or fraudulent practices - making their voices heard in governmental, regulatory, and business arenas. The film shows consumers in action - individual consumers complaining about faulty products or services; third-party complaint resolution activities; small claims court proceedings; grass roots consumer action organizations; and consumer lobbyists, researchers, and educators.

The film can be ordered by writing:

Ramsgate Films
704 Santa Monica Boulevard
Santa Monica, CA 94041

The film rents for $30 for one to three days, or can be purchased for $300. A limited number of copies of the film are loaned free of charge from the Department of Consumer Affairs, 1020 N St., Rm. 582, Sacramento, 95814.

Discussion Questions:

1. How aware were you of the various individuals and groups seen in the film? Do you think these people can make an impact?

2. What do you think of former used-car salesman Michael Harris' story? Are you surprised such experiences occur?

3. Do you think that using undercover cars to catch fraudulent auto repair dealers in unethical?

4. Do you think that $750 is the right limit for small claims court?

5. What other actions can you suggest that consumers take if they feel that they have been treated unfairly?

6. What do you think of the strategy of canvassing as it is presented in the film? What are the advantages and disadvantages of this approach?

The following films have been found to be helpful to those teaching consumer education. While they are not fitted directly into the learning activity design, teachers or community organizers can do so at appropriate points.

Films

IT WORKS FOR US, a new film about New York City Food Co-ops offers ideas that can be implemented anywhere in the United States to make cooperative buying WORK FOR US!

In the film, three neighborhoods in New York City illustrate the variety of ways co-ops can be organized and operated. Food cooperatives are one example of people working together to obtain quality food products at reasonable prices.

IT WORKS FOR US is a 22 minute color film useable with adults, college, high school, and junior high school audiences as well as media.

For more information about the film contact:

Carol Doolittle
Audio-Visual Research Center
8 Research Park
Cornell University
Ithaca, New York 14850
(607) 256-2091

CONSUMERS shows how individuals and groups can take action against faulty products and services. In the past, dissatisfied customers had little recourse other than complaining to the sellers, who set their own standards and complaint resolutions. This film points out a number of ways in which today's citizens can stand up for their individual rights, as well as work cooperatively to make changes that benefit all consumers.

CONSUMER AGENCIES AND SERVICES SHOWN IN THE FILM ARE:

- State licensing boards; which advise consumers of their rights, contact sellers to resolve complaints, and maintain complaint records.
- Small Claims Court; which, for a minimal court fee, allows the citizen to seek legal action for claims up to $750.00.

- Private consumer organizations; which follow up consumer complaints with letters, delegations, and pickets.
- Consumer cooperatives; which evaluate goods and services and provide consumer information.
- Public interest groups of technicians; who attend legislative hearings, give expert testimony, and analyze proposed legislation in terms of consumer impact.
- Consumer lobbyists and action groups; which conduct research, initiate law suits, publicize findings, and bring political force to bear on the legislative process.

Released 1978

20 minutes • Color

$300.00 • Rental (1-3 days) $30.00

RAMSGATE FILMS - 704 Santa Monica Boulevard, Santa Monica,
California - (213) 894-8819

Interesting Alternatives

While the project which is outlined herein has components which aim to educate the community, the project which follows here aimed directly at educating community people in comparative shopping techniques. Portions of it may well serve to help teachers create links with the community in areas where school-community projects are practical and necessary.

FOOD/NUTRITION

THE AMERICAN FOOD SCANDAL: WHY YOU CAN'T EAT WLL ON WHAT YOU EARN, by William Robbins, 1974. 280 p. $6.95 ($3.50 paperback). William Morrow and Company, Inc., West Caldwell, N.J.

THE BASIC BOOK OF ORGANIC GARDENING, by Robert Rodale, 1975, $1.95 paperback. Ballantine Books, Inc., New York, N.Y.

BEWARE OF THE FOOD YOU EAT, by Ruth Winter, 1971, 247 p. $5.95. Crown Publishers, Inc., New York, N. Y.

BIG MAC (THE UNAUTHORIZED STORY OF McDONALD'S), by Max Boas and Steve Chain, 1976. $7.95 E.P. Dutton and Company, Inc., New York, N. Y.

BREAD FOR THE WORLD, by Arthur Simon, 1975. $1.50 paperback, Wm. B. Eerdmans Publishing Company, Grand Rapids, MI.

BUILDING A GRASS ROOTS FOOD POLICY, 1976. $2.50. Center for Science in the Public Interest, Reports Department, 1757 S Street, N.W., Washington, D.C. 20009.

THE CHEMICAL FEAST: NADER TASK FORCE REPORT ON THE FOOD AND DRUG ADMINISTRATION, by James S. Turner, 1970. 273 p. $7.95 (95¢ paperback). Grossman Publishers, Inc. New York, N.Y.

THE CHEMICALS WE EAT, by Melvin A. Benarde, rev. 1975. 208 p. $3.50 paperback. McGraw-Hill Book Company, New York, N.Y.

CONSUMER BEWARE! YOUR FOOD AND WHAT'S BEEN DONE TO IT, by Beatrice Trum Hunter, 1971, 442 p. $8.95. Simon and Schuster, Inc., New York, N.Y.

A CONSUMER'S DICTIONARY OF FOOD ADDITIVES, by Ruth Winter, 1972, 235 p. $5.95. Crown Publishers, Inc., New York, N. Y.

EATING RIGHT FOR LESS, 1975. $2. Consumers Union of U.S., Inc., P.O. Box 1000, Orangeburg, N.Y. 10962.

ENERGY AND FOOD, 1975. 80 p. $4. Cneter for Science in the Public Interest, Reports Department, 1757 S Street, N.W., Washington, D.C. 20009.

FOOD AND THE CONSUMER, FACTS VS. FANCY, by Amihud Kramer, 1973. 256 p. $6.50. Avi Publishing Company, Wesport, CT.

THE FOOD CONSPIRACY COOKBOOK: HOW TO START A NEIGHBORHOOD BUYING CLUB AND EAT CHEAPLY, 1974. 144 p. $3.95 paperback 101 Productions, San Francisco, CA.

THE FOOD CO-OP HANDBOOK: HOW TO BYPASS SUPERMARKETS TO CONTROL THE QUALITY AND PRICE OF YOUR FOOD, by Co-op Handbook Collective, 1975. 382 p. $8.95. Houghton Mifflin Company, Boston, MA.

FOOD CO-OPS: AN ALTERNATIVE TO SHOPPING IN SUPERMARKETS, by William Ronco, 1974. 188 p. $3.95. Beacon Press, Boston, MA.

FOOD CO-OPS FOR SMALL GROUPS, by Tony Vellela, 1975. 173 p. $2.95 paperback. Workman Publishing Company, New York, N.Y.

FOOD FOR THOUGHT, by Theodore P. Labuza, 1974. $5 paperback. Avi Publishing Company, Inc., Westport, CT.

FOOD MERCHANDISING: PRINCIPLES AND PRACTICES, by Theodore W. Leed and Gene A. German, 1973. $12.95. Chain Store Publishing Company, New York, N.Y.

FOOD POLLUTION: THE VIOLATION OF OUR INNER ECOLOGY, by Gene Marine and Judith Van Allen, 1972. $2.95 paperback. Holt; Reinhart and Winston, Inc. New York, N.Y.

FOOD SCORECARD, 1974. 32 p. 10-99 copies, 35¢ each. Center for Science in the Public Interest, Reports Department, 1757 S Street, N.W. Washington, D.C. 20009.

FOOD SHOPPER LANGUAGE, by U.S. Department of Agriculture, 1975. Consumer Information Center, Pueblo, CO 81009.

FOOD STAMP FACTBOOK, 1975. 75¢ National Food Stamp Information Committee, 1910 K Street, N.W., Washington, D.C. 20006.

FOOD TASK FORCE FACT SHEETS: FOOD ADVERTISING; FOOD INDUSTRY, LABELING: and UNIT AND ITEM PRICING, 1974. $2. San Francisco Consumer Action, 26 7th Street, San Francisco, CA 94103.

FOODS, DIETS AND NUTRITION, by Kenneth L. Jones, et al, 2nd edition, 1975. $2.95 paperback. Canfield Press, Scranton, PA.

THE GREAT AMERICAN FOOD HOAX, by Sidney Margolius, 1971. 216 p. $5.95. Walker and Company, New York, N.Y. ($1.75 paperback - Dell Publishing Company, Inc.).

THE GREAT GRAIN ROBBER by James Trager, 1975. 233 p. $1.95 paperback, Ballantine Books, Inc., New York, N.Y.

THE GREENGROCER, by Joe Carcione, 1973. $1.25 paperback. Pyramid Publications, Inc., New York, N.Y.

GREENGROCER COOKBOOK, by Joe Carcione, 1975. $9.95 ($5.95 paperback.) Celestial Arts Publishing Company, Millibrae, CA.

THE GREENGROCER: THE CONSUMER'S GUIDE TO FRUITS AND VEGETABLES by Joe Carcione and Robert Lucas, 1972. 242 p. $1.25 paperback, Chronicle Books, San Francisco, CA.

GROW IT SAFELY! PEST CONTROL WITHOUT POISONS, by Stephanie Harris, 1975. 44 p. $1.25 (order #308). Public Citizen's Health Research Group, Department P, 2000 P Street, N.W. Suite 708, Washington, D.C. 20036.

HARD TIMES COOK BOOK, by Gloria Vollmayer and Carmen Wyllie, 1970, 64 p. $1.50. 101 Productions, San Francisco, CA.

HEALTH FOODS, FACTS AND FAKES, by Sidney Margolius, 1973, 293 p. $6.95. Walker and Company, New York, N.Y.

HOW TO BUY FOOD FOR ECONOMY AND QUALITY, by U.S. Department of Agriculture, 1975. $1. Dover Publications, Inc., New York, N.Y.

HOW TO GET THE MOST FOR YOUR FOOD DOLLAR, by U.S. Department of Agriculture, 1970. 252 p. 95¢ paperback, Universal Publishing and Distributing Corporation, New York, N.Y.

HOW TO START YOUR OWN FOOD CO-OP (WITH A LITTLE HELP FROM YOUR FRIENDS): A GUIDE TO WHOLESALE BUYING, by Gloria Stern, 1974. 214 p. $4.95. Walker and Company, New York, N. Y.

HUNGER (PROBLEMS OF AMERICAN SOCIETY), edited by Barbara Milbauer and Gerald Leinwald, 1971. 159 p. 95¢ paperback, Simon and Schuster, Inc., New York, N.Y.

IN THE PUBLIC INTEREST: MARKET ORDER, PUBLIC MEMBERS, by Barbara Erickson, 1976, 32 p. $1.75. ETC. 7373 Willowlake Way, Sacramento, CA 95831

LET THEM EAT PROMISES: THE POLITICS OF HUNGER IN AMERICA, by Nick Kotz, 1971. $2.50 paperback. Prentice-Hall, Inc., Englewood Cliffs, N.J.

MAKING YOUR OWN BABY FOOD, by Mary Dustan Turner and James S. Turner, 1973. 132 p. $4.95. Workman Publishing Company, New York, N.Y.

MATERNAL AND CHILD HEALTH, A READER, by R. Newsome, 1976. $8.95 paperback. Medical Readings, Inc., Stanford, CA.

NUTRITION ALMANAC, by John D. Kirschmann, 1975. 272 p. $4.95 paperback. McGraw-Hill Book Company, New York, N.Y.

THE NUTRITION CRISIS: A READER, by Theodore P. Labuza, 1975. $7.95. West Publishing Company, St. Paul, MN.

NUTRITION FOR THE ELDERLY, by William D. Bechill and Irene Wolgamot, U.S. Department of Health, Education and Welfare, 1973. 96 p. $1.25 Superintendent of Documents, U.S. Government Printing Office Washington, D.C.

NUTRITION LABELING, 1975. $2 National Nutrition Consortium, Inc., 9650 Rockville Pike, Bethesda, MD 20014.

NUTRITION SCOREBOARD, by Michael Jacobson, 1974. $2.50 (18" x 24" color poster, $1.75). Center for Science in the Public Interest Reports Department, 1757 S Street, N.W., Washington, D.C. 20009.

RATING THE DIETS, by Theodore Berland, 1974. $6.95. Rand McNally and Company, Chicago, IL.

RECIPES FOR A SMALL PLANET, by Ellen Buckman Ewald, 1973. $1.95 paperback, Barron's Educational Series, Inc., Woodbury, N.Y.

SOWING THE WIND: NADER STUDY GROUP REPORT ON FOOD SAFETY AND THE CHEMICAL HARVEST, by Harrison Wellford, 1972. 384 p. $7.95. Grossman Publishers, Inc., New York, N.Y. ($1.95 paperback - Bantam Books, Inc.)

SUPERMARKET COUNTER POWER: AN INTELLIGENT SHOPPER'S GUIDE TO EATING BETTER FOR LESS MONEY, by Adeline G. Schell, 1973. $1.25 paperback. Warner Books, Inc., New York, N.Y.

THE SUPERMARKET HANDBOOK: ACCESS TO WHOLE FOODS, by Nikki and David Goldbeck, 1973. 413 p. $7.95. The New American Library, Inc., New York, N.Y.

SUPERMARKET SURVIVAL MANUAL, by Judy L. Kemp, 1974. $1.25 paperback. Bantam Books, Inc., New York, N.Y.

THE SUPERMARKET TRAP: THE CONSUMER AND THE FOOD INDUSTRY, by Jennifer Cross, rev. 1976. $10 ($3.50 paperback), Indiana University Press, Bloomington, IN.

U.S. NUTRUTION POLICIES IN THE SEVENTIES, edited by Jean Mayer, 1973. 256 p. $3.95 paperback. W.H. Freeman and Company, San Francisco, CA.

WHATEVER HAPPEND TO MOM'S APPLE PIE? by John Keats, 1976. $7.95. Houghton Mifflin Company, Boston, MA.

FUNERALS

THE AMERICAN WAY OF DEATH, by Jessica Mitford, 1963. $8.95. Simon and Schuster, Inc., New York, N.Y. ($1.75 paperback - Fawcett-World Library)

HIGH COST OF DYING, by Ruth Mulvey Harmer, 1963. Cromwell-Collier Press, New York, N.Y. (Out-of-print)

APPENDIX E

YOUR HEALTH

Downstate Medical Center Talks About Your Health

PROTECT YOUR CHILD

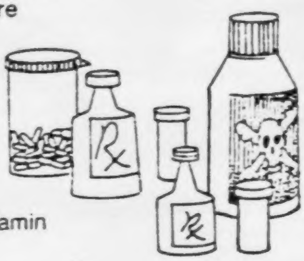
Young children *must* be protected against dangerous diseases such as polio and tetanus. For *free immunizations*, take your child to one of these health centers in Brooklyn:

- **Bay Ridge**
  6658 16th Avenue
  Tel. 236-3668
- **Bedford**
  485 Throop Avenue
  Tel. 574-5300
- **Brownsville**
  259 Bristol Street
  Tel. 498-6742
- **Bushwick**
  335 Central Avenue
  Tel. 443-5000
- **Crown Heights**
  1218 Prospect Place
  Tel. 756-8902
- **Fort Greene**
  295 Flatbush Ave. Extension
  Tel. 643-7035
- **Homecrest**
  1601 Avenue S
  Tel. 645-8280
- **Sunset Park**
  514 49th Street
  Tel. 436-2801
- **Williamsburg**
  151 Maujer Street
  Tel. 388-6276

FAKE ARTHRITIS 'CURES' HURT

Question: How are these items alike?

- A copper bracelet
- A vibrating mattress
- A glove lined with low-grade uranium ore
- A "special formula" drug from Canada costing $180 per bottle
- An alfalfa-and-vitamin diet



Answer: They've all been hailed at one time or another as "miracle cures" for the aches, pains and stiffness of arthritis None have been proven to work, yet each year people are fooled into spending about $950 million on quack remedies such as these.

Aside from being a waste of money, some of these so-called cures are actually harmful. The "special formula" drug, for example, caused heavy internal bleeding in quite a few patients before it was banned by the government. What's more, as long as arthritis sufferers rely on fake cures and "wonder diets," they may not get the medical treatment they need -- treatment that may at least soothe their pain and help them move about more easily.

In talking about arthritis, doctors are careful to use the word "treatment," not "cure." Unfortunately, there is no cure for this disease yet, nor are doctors certain about what causes it.

The most effective and widely used drug for fighting arthritis is still that old standby, *aspirin*. It is used in treating over 100 different types of arthritis, including the two most common forms:

- *Osteoarthritis*, which seems to result from general wear-and-tear on the body, and is very common among older people, and
- *Rheumatoid arthritis*, a more severe, sometimes crippling form of the disease which attacks people of all ages.

In general, arthritis is an inflammation of a joint, or tissues around a joint, making the area hot, swollen, red and painful. It can involve the large joints (knees, hips, shoulders, etc.), as well as small joints such as

(con't on pg. 4)

HEAVY 'POT' USE WORRIES DOCTORS

Anita tried marijuana for the first time when she was 10 years old. By the time she was 17 and in her senior year of high school she was smoking marijuana (also called "pot" or "grass") every day.

Unfortunately, Anita is not unusual. Studies have shown that over 4 million youngsters between the ages of 12 and 17 are regular pot smokers. What's more, 10% of all high school seniors use pot *daily*.

The marijuana these children are smoking is about ten times *stronger* than the kind that was used about five years ago. The earlier marijuana came mainly from Mexico. Now most of it is grown in Colombia, and it

(con't on pg. 4)

EATING WELL

When you get hungry between meals, what kinds of foods do you choose for snacking: Cake? Cookies? Candy? All three?

If so, you're not being kind to either your body or your teeth. Snacks that are loaded with sugar usually have little else to offer. Nutritionally, they're worthless.

Why not try pizza instead?

Although most people think of pizza as "junk" food, actually it's fairly nutritious. Top the dough with cheese, meat or vegetables and you'll have a small "meal" that provides more food value than most snacks. But for the sake of your waistline, keep the portions down to snack size. The following recipe is from the U.S. Dept. of Agriculture nutrition book, "Food."

SNACK PIZZAS

Makes 10 pizzas
Calories per pizza: about 105

Refrigerator biscuits, flaky	9½-oz. pkg.
Tomato Paste	¼ cup
Oregano	1 tsp.
Onion, chopped	¼ cup
Mushrooms, chopped	⅓ cup
Natural sharp Cheddar cheese, shredded	½ cup

1. Preheat oven to 400° F (hot)
2. Grease baking sheets.
3. Pat each biscuit round into a 4-inch circle on baking sheets.
4. Mix tomato paste and oregano. Brush on each biscuit round.
5. Mix onion and mushrooms. Sprinkle over tomato paste mixture. Top with shredded cheese.
6. Bake until crust is lightly browned (about 8 minutes). Or place pizzas in freezer for future use.

(Note: Ground beef, chopped green pepper, anchovies or other foods may be used instead of onions and mushrooms.) ☆

KIDS CORNER

by David Fernandes, M.D.

The Crooked Back

A back or spine problem that affects many children -- especially girls -- is called scoliosis. Unless treatment is begun early, this condition can cause a child to grow up with a crooked back.

In scoliosis, the spine begins curving toward one side as the child grows, causing abnormal changes in the position of the ribs. Many cases of scoliosis are so mild that the condition is never even noticed, but in severe cases the child's entire chest may become so twisted that the ribs on one side jut out, forcing the ribs on the other side to slant backwards.

Aside from how it looks, scoliosis can cause lung and heart problems as well as lead to arthritis later on in life. Some types of scoliosis can interfere with pregnancy and childbearing.

Although scoliosis tends to run in families, it does not usually show up at birth but years later, when the child is about 11 or 12 years old and just beginning his or her adolescent growth spurt. It is at this stage that the condition must be treated, or permanent damage may result.

Girls are seven times more likely than boys to be affected by adolescent scoliosis. (there are other forms of scoliosis that affect younger children, but these are not as common.)

What are some clues that indicate a child may have scoliosis?

- The child's spine seems to twist to one side.
- One shoulder is raised higher than the other.
- One shoulder blade sticks out.
- One hip seems to slant sharply.
- There seems to be a hump or bulge over one shoulder when the child bends down from the waist to touch his or her toes. (This can be seen best when standing behind the child.)

Treatment may consist of braces and an exercise routine, a cast, or possible surgery.

The outlook for children with scoliosis grows brighter all the time, but your child can't be helped unless he or she gets proper medical care -- and gets it early. ☆

WE WANT TO TALK

Cancer experts from the Brooklyn Breast Cancer Network at Downstate Medical Center will be happy to visit Brooklyn community groups to speak about breast cancer and instruct women on how to do breast self-examinations.

Any organization that wants to arrange for a program should call Ms. Carolyn Wright or Dr. Anne C. Carter at the Network office, 270-3178, 3179 or 3175. The Network is also recruiting health professionals from the community to participate in this effort.

Led by Dr. Carter, the Network is particularly interested in reaching women in Bedford-Stuyvesant, Crown Heights, Ocean Hill, Sunset Park, Bush Terminal, Fort Greene and Bushwick. Studies have shown that many women in these areas do not get treatment for breast cancer until the disease is far advanced. Their lives could be saved by earlier discovery and treatment. ☆

FAKE ARTHRITIS 'CURES' (con't)

fingers and toes. Over 31 million men, women and children in the United States suffer from some form of arthritis, and many are disabled by it.

According to Dr. Mitchell Forman, Co-Director of the Multi-Purpose Arthritis Center at Downstate, aspirin is the favored treatment for arthritis not only because it relieves the pain but --even more important -- it reduces the inflammation, thereby further easing the disability. Moreover, aspirin is cheap and readily available.

The main problem is that aspirin must be taken in very large amounts, perhaps 12 or 16 pills a day, to reduce inflammation. Many people can't tolerate such large doses because it causes side effects such as ringing in the ears, or it upsets their stomachs. For them, there are many compounds that contain both aspirin and an antacid, or many non-aspirin drugs that might be easier to take. But as far as fighting the pain and inflammation of arthritis, these medicines "are no better than aspirin and they're a lot more expensive," Dr. Forman points out.

"One of the best things you can do for arthritis that involves the knees, hips or back is to keep your weight down," Dr. Forman notes. Extra pounds place an extra load on the body's joints, and can make an arthritic condition worse.

Strenuous exercises like jogging or tennis can also damage the joints. Instead, Dr. Forman recommends gentle, gradual exercises, such as walking or swimming, that help reduce stiffness without causing injury.

When arthritis is severe, doctors may treat it with a variety of drugs including gold salts, cortisone and related medicines. If all else fails, surgery may be necessary.

"There have been tremendous strides in the area of joint replacement, particularly the hips and knees," Dr. Forman says. But he cautions that arthritis patients "should *always* go for a second opinion before agreeing to elective arthritis surgery." ☆

'POT' USE WORRIES DOCTORS (con't)

contains much more of a mind-altering chemical known, for short, as THC.

Youngsters are smoking this stronger pot at an earlier age and in much greater amounts than ever before.

How will this affect their health in the future? Doctors aren't certain, but they point to new evidence showing that heavy use of marijuana may do long-term damage to the heart, lungs and reproductive organs. One study showed that five marijuana cigarettes a week were more harmful to the lungs than 6 packs of regular cigarettes smoked during the same period. Another study showed that pot can speed up the heart rate by up to 50%, and may be dangerous for people with heart problems.

In short, when smoked regularly, pot may be *at least* as hazardous to the health as regular cigarettes --and perhaps more so. It may be 20 years or more before these early findings can be proven or disproven, but in the meantime, pot-smoking youngsters may be doing great harm to themselves.

Probably the most serious short-term danger of marijuana is that it interferes with a person's coordination and reflexes for several hours, making it dangerous for him or her to drive a car. Many injuries and deaths have resulted from accidents caused by drivers who were "high." ☆

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The views expressed in this newsletter do not necessarily represent official policies of the Downstate Medical Center, nor are they intended as medical advice for individual problems. The latter should be obtained from your doctor.

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